

# Six Years of Implementing National Policy on Disability in Tanzania

*A study of Primary School Teachers' perspectives on Influence of the Policy in Special Needs Education*

Pima, Michael James



Master's Thesis  
Master of Philosophy in Special Needs Education  
Department of Special Needs Education  
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UNIVERSITY OF OSLO

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# Abstract

The evident appearance of disability issues on the international development agenda is now similarly reflected at national and sector level in many countries around the globe. In education sector the global initiatives like Education for All, Salamanca Statement etc have trickled down to national level for implementation. Tanzania has embarked on various initiatives aiming at realising the envisaged goals that are contained in various global statements. Within this framework in 2004 the government issued for the first time in history the National Policy on Disability. This is a policy providing guidelines for service delivery in various sectors including education sector.

This study is about the primary teachers' perspectives on the influence of the National Policy on Disability in special education facilities. Its main question was *What is the perspective of primary school teachers on the influence of Tanzania national policy on disability in access to facilities in special needs education?* It was carried out in Dar es Salaam and its sampling procedure was purposeful. Used criteria included schools which started before 2004 (the year the policy was issued) so as to grasp both situations before and after the policy. Another criterion was presence of special needs children under study (visual and physical special needs). Finally accessibility in terms of transport was also considered.

In data collection the study employed interviews in Swahili language, the national language of Tanzania. The study favored the use of interviews so as to get the perspectives of teachers which is the main interest of the research question. Six teachers were involved, two from each of the sampled schools. In Tanzanian context, head teachers and other teachers in managerial/administrative positions in school are counted to be teachers too. Thus the six interviewed teachers comprised of three head teachers and three regular school teachers.

The study found out that most primary school teachers are not aware of the policy. But there is an increase in access to facilities in special needs education which has failed to cope with the increased number of enrolled children. Being the case, problems in adequate facilities in special needs education remain persistent. Further finding was that in addressing these problems teachers largely rely on stakeholders. Finally the study recommends special attention to be given to inclusion, the need for clear policy dissemination mechanism, the need for policy enforcement and the need to have a special policy on special needs education.

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Albeit of the invaluable inputs from the acknowledged persons and institutions above, any flaw in this thesis remains exclusively mine.

**Michael J.Pima**

# DEDICATION

**I dedicate this thesis to my parents, Mr. and Mrs. Francis Madeleke Pima**

*“Rafiki yako ni kitabu” (your friend is a book)*-One of the Swahili phrase you habitually told us your children when insisting on the value of education has helped me to get this far.

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# 1 INTRODUCTION

This study is focusing on primary school teachers' perspectives on the influence of National Policy on Disability in special needs education in Tanzania. The National Policy on Disability was issued for the first time in history in 2004. Hitherto the Tanzanian government had no policy to guide service delivery to special needs people. The necessity of this study is therefore drawn from the need to see the opportunities in special needs education that are arising as a repercussion of the policy. Teachers' perspectives on implementation of the policy so far is deemed significant by the study since teachers are at the grassroots in the question of turning the doctrine into realism. By teachers the study means the six used informants who are three head teachers and three regular school teachers. In Tanzanian context, head teachers and other teachers in the managerial/administrative posts in school remain teachers.

## 1.1 Background to the Problem

Provision of special needs education is now a global concern. Nations all over are in effort to ensure equal education opportunities to their citizens. In the course of bringing this to realism, various global initiatives have taken place so far. These include initiatives like Education for All (EFA), World Program of Action (WPA) concerning disabled persons which is summarized by the Standard Rules on the equalization of Opportunities for Persons with disabilities (WPA, (1992) and many others. Tanzania as a member of the International community has signed and ratified various International declarations that work towards equality in all walks of life, education being one. It ratified the Salamanca Statement in 1994, a declaration that emphasizes on the need to provide basic education to children with special needs (Krohn N.A, (2008). It signed the Convention on the Rights of the Child (UNICEF) in 1989 and ratified it in 1991 (UN Convention on the rights of the child (2007). In implementation of this Tanzania's parliament on November 6, 2009 passed a bill known as "The Law of the Children Act 2009. This law provides the legal framework through which the rights of country's children can be protected. In November 2009 Tanzania ratified the UN Convention on the Rights of Persons with Disabilities (UN Treaty series (2008).

Provision of special needs education in Tanzania is particularly run from primary schools via secondary schools to higher learning institutions. Children with special needs can access

primary education easily compared to secondary and tertiary education (Danda J (2009). In the process of educating them a number of challenges lay on the way thus making government and other stakeholders to constantly keep on designing remedies. One of the critical problems in the process had been insufficient or lack of necessary facilities to enhance their learning (Tanzania Human Rights Report (2011). By “necessary facilities” in special needs education it is referred to materials, equipments and some environmental settings that are important for children with special needs. These includes items like Braille materials, audio and visual devices, various teaching aids, mobility equipments like white cane for the blind, wheel chair for the physically challenged ones, classroom designs, toilets etc (Msuya 2005).

With such a scenario at local level the Tanzanian government has embarked on various programs and projects in the effort to reduce if not to completely thwart this problem out. For example in 2001 it launched a program called Primary Education Development Program (PEDP) that was to cover five years (2002-2006). This program aimed at delivering sustainable, good quality basic education to all children. The program ended with much success for example in increase of school enrolment and construction of schools ([www.moe.go.tz](http://www.moe.go.tz)). One main omission however was the overlooking of the special needs education as the program was just general. Taking all children in general while they have varied needs and characteristics has proved to be of fatal even with other previous programs (National Policy on Disability (2004), Davidson E (2004). For convenient outcome the need to advance special needs education and other issues to do with special need people a special attention was required.

Out of this realization came the fact that for decades Tanzania has been dealing with the question of special needs people in a general manner and at worst without even a clear policy that is there purposely as a guide to address their needs (National Policy on Disability (2004). This rendered it difficult for a full fledged implementation of the rightful services and programs to People with Special Needs. Policy can simply be defined as a principle that guides decisions which are put in place for the purpose of achieving the aspired outcomes (Davis G, Wann J (1993). Being the case policy is a blueprint upon which the envisaged intentions are to be built on and given a clear reflection of whether they are a success or failure. Any serious phenomenon that runs without a Policy is like one driving a car into unpaved place with no road.

Due to this, various stakeholders particularly Disabled Peoples Organization and others tirelessly urged the government to draft and put in place a policy that will address their issues seriously.

## **1.2 The Tanzania's National Policy on Disability**

It was not until 2004 since independence in 1961 that the government through its ministry of Labor, Youth Development and Sports issued the policy which is “The National Policy on Disability”. The policy provides guidelines and sets parameters for services delivery by strongly focusing on the development, rights and dignity of People with Special Needs. It covers a wide range of important areas education being one of them. (National Policy on Disability (2004).

In Education, the policy recognized the extent to which Children with Special Needs have been lagging behind others. It further puts open the various obstacles confronting education to Children with Special Needs, obstacles like inaccessible school facilities, poor school enrollment, presence of school curriculum and teacher education that does not incorporate the needs of Children with Special Needs etc.

The policy also brought forth the contemporary situation (at the time) of people with special needs in areas like health, early intervention, mental health services, HIV/Aids, skills training, employment and education to mention few. In education, the policy sorts out how children with special needs are still stigmatized by the society by being denied their right to education. It further identify with the shortcomings of the curriculum, teacher education, and inaccessible schools for children with special needs. Combination of these constraints remains to be a bulwark towards equal education opportunity for all children. Less than one percent of children with special needs were enrolled in schools (ibid).

Chapter two of the policy is about its vision and direction which is built upon human rights and equality recognition. That every Tanzanian citizen including people with special needs have equal right to access basic needs. The policy view people with special needs as potentials when properly educated. The chapter also contains objectives of the policy which are;

- To encourage the development of people with special needs
- To empower families of people with special needs.

- To review/amend legislations that are not friendly to people with special needs
- To improve service delivery
- To allow the participation of people with special needs in decision making and implementation of important activities in the society.

In its third chapter there are policy statements on various issues pertaining to people with special needs. This includes awareness creation, information sharing, health, education and others. The policy statement on education states that,

*“the government in collaboration with stakeholders shall provide a conducive environment for inclusive education that takes care of special needs of disabled children”* (ibid p.16).

The final chapter of the policy is about the responsibilities of stakeholders to people with special needs. The policy identifies and mentions principal stakeholders as the central government, local authorities, families/village communities and nongovernmental organizations. Generally this policy as documented in its Vision and Objective section aims at improving the situation of People with Special Needs by means of encouraging their development, improving service delivery and identifying and developing their capabilities and talents (ibid.).

### **1.3 Purpose of the study**

Education is one of the important means to empower the marginalized people. If offered accordingly it turns individuals from being dependents to independents by developing their consciousness, competence and confidence thus enabling the development of the respective individual (Mhehe, (2002). It is out of this understanding that Tanzania has been striving to expand education opportunities to its citizens. However, in this initiative to expand education opportunities, there has always remained the danger of marginalizing further the already marginalized groups. Thanks to the government’s realization of this danger to the group of People with Special Needs that it passed the policy to specifically address their question.

It is therefore worth researching on the topic so as to spot the extent to which the country’s initiative to educate all citizens under equal basis are brought into reality. The field of Special Needs Education is yet to entrench itself successfully in Tanzania and it faces a lot of challenges like lack of specialists including teachers, equipments and learning materials, limited education opportunities and prejudice of the society to list just few (National Policy

on Disability 2004, Tanzania Human Rights Report 2010, (2011). Being the case there is an urgent need to study more on the topic and ensure a watchful eye on every unfolding opportunity towards success in provision of special needs education.

Among its commitments, the government of Tanzania passed a resolution that aims at attaining high quality livelihood to all citizens through the realization of universal primary education by 2015 (UNESCO, (2006). Thus the study of this topic is also in connection with at seeing whether the effort does not disadvantage Children with Special Needs because of their condition and the obstructions that confront them in education. National Policy on Disability is a perfect match towards empowering People with Special Needs but in absence of studies on it, it might not be since circumstances will largely remain partially or even completely unknown. In general way the study intends to bring forward a situation of how the people at the grassroots (teachers) views the policy in terms of facilitating access to influential facilities in provision of special needs education in primary schools.

## **1.4 Objectives of the study and research question**

This study had five (5) specific objectives as listed underneath.

- To ascertain the extent to which primary teachers are aware of the Tanzania's National policy on people with special needs.
- To explore the perspective of primary school teachers on the impact of the Tanzania National policy on people with special needs with regard to access to influential facilities in teaching learning process.
- To find out problems facing schools in relation to access to influential facilities in teaching-learning process to children with special needs.
- To find out how primary teachers normally solve the challenges related to teaching-learning facilities for children with special needs in their respective schools.
- To get the views of primary teachers about the Tanzania national policy on people with special needs particularly in relation to children with special needs in primary schools.

**A research question** is a logical statement that clearly states the goal of the study (Gall and Gall (2007). The research question of the study is as shown below.

*What is the perspective of primary school teachers on the influence of Tanzania national policy on disability in access to facilities in special needs education?*

## **1.5 Significance of the study**

This study carried its own significance in the field it investigated. It has revealed the extent to which primary teachers of the studied schools are aware of the national policy on people with special needs. Awareness about what is going on simply means access to information that is important in deciding which way to go when implementing various directives from policy makers for the betterment of the targeted individuals. Denial of getting in touch with such documents amounts to denial of knowledge which normally tends to take events astray.

The other significance is the exposure of problems related to access of education to children with special needs. Being one of the disadvantaged groups in Tanzania, their matter needs to be clearly known on the table by people at all levels. This will in turn help to increase awareness and action taking for more operational efforts. The study has discerned various problems which still face provision of primary education in Tanzania, problems which pertains to access to influential facilities in teaching-learning process for children with special needs.

The study also is a sort of scholarly input to the general understanding of the researched phenomenon. This bears contribution to the future scholars who might take further ahead the topic of study or any other related topic as it will be suggested in the final chapter.

## **1.6 Delimitation of the study**

This study is limited to three primary schools in Dar es Salaam. These schools offer special needs education in varied forms. One is a special school for children with special needs in vision. The other is a unit integrated primary school whereby a special education unit is attached to a regular school. The last one is a regular school where both children those with and without special needs attends and those with special needs are basically catered by specialized teachers. Though limited to teachers, the voice of children was not overlooked



too. A simple probing session with them was carried for the sake of exploring the problems they face.

## **1.7 Limitation of the study**

There are some limitations to do with the study. Since the main interest of the study was to obtain teachers' perspectives on the National Policy on Disability, their knowledge of the policy would have been of great significance. A limitation is encountered following their state of not being adequately informed of the policy. However the study tried to fix the gap through the use of accessed national documents and the perspective of the few teachers who had a kind of awareness of the policy.

Another limitation is in relation to case study designs. One of the limitations of case study research is the question of limited generalization (Robson C, (2002). Being a case study, this study is bound to remain countable for this limitation too.

Finally the pilot study did not involve related sample (teachers) from other related schools rather it was a form of simple probing session with children of respective schools to grasp an understanding of their perspective on the problems they face. It was done to pupils of the three primary schools that were picked by the study. The purpose was simply to establish a link between what was to be provided by teachers so as to sample out the most common problems. However this bears some limitations as far as the question of pilot study is concerned since the researcher missed some experiences that would have been gained to ease the actual data collection process with the sampled teachers (Gall et al (2007).

## **1.8 Definition of terms**

This part seeks to elucidate terms and operationalize them as they are used in the study. The use of related literature coupled with the reflective context of the Tanzanian setting is employed to guide the operationalizing process. Terms/concepts operationalized are Special Needs Education, Special Needs Children, Visual Special Needs Children, Physical Special Needs Children, Special School, Unit Integrated School, Inclusive School and Influential facilities in Special Needs Education. These terms are hereby presented into two groups (general terms and influential facilities in special education) for the sake of the study's organization.

### 1.8.1 General Terms

Under this part terms that will be presented are Special Needs Education, Special Needs Children, Visual Special Needs Children, Physical Special Needs Children, Special School, Unit Integrated School and Inclusive School.

**Special Needs Education;** According to Baveridge S (1999) the concept of special education is socially constructed. Baveridge recognizes the influence of political and economic factors in defining it. In this study, Special Needs Education refers to education of students with special needs in a way that addresses their individual differences and needs.

**Special Needs Children;** These are children who need special needs education in their learning process. It accounts a wide range of children with special needs like physical, mental, giftedness, visual, hearing, social, psychological and others (Kirk S et al (2009). For the sake of convenience, the study opted to limit its scope to two forms of special needs, which are visual and physical. For that case, by special needs children in this study will be largely referring to children with visual and physical needs.

**Visual Special Needs Children;** In this study, by children with visual special needs it refers to children with visual loss that obstructs their normal learning situation at school. They can be put into two major groups of those with total absence of sight (blindness) and those who are partially sighted (low vision). Blindness is explained by Lewis V, (1987) as a condition of which one's site is or is likely to become so defective to the extent of requiring special arrangements in education. By children with low vision it is referred to children with limitation in the use of their vision and they can only learn with their visual sense through the use of technological devices and teaching techniques (Kirk S (2009), MOEC).

**Physical Special Needs Children;** Physical special needs involve neuromotor impairments, Degenerative diseases and orthopedic and musculoskeletal conditions. The study targeted all children with significant limitation in one or more of their physical parts, a limitation that pose difficulties for them to move, coordinate actions or perform physical activities (Kirk S, et at (2009).

**Special school;** The study's adopted definition of a special school is in accordance to what a special school is in the Tanzanian context as defined by Tanzania's Ministry of Education and Vocational Training. Thus a special school refers to a school which provide education to only one category of children with special learning needs (MOEC)

**Unit integrated school;** The definition of a unit integrated school is also in relation to the Tanzanian context as put by the Ministry of Education and Vocational Training in the country (Tanzania). It is defined as a regular school in which Units for children with special learning needs are attached to (MOEC).

**Inclusive school;** As with the case of special and unit integrated schools, the study's definition of Inclusive school is also adopted from the Tanzania's Ministry of Education and Vocational Training. By inclusive schools it refers to regular schools which cater for children with special learning needs in a regular inclusive classroom where children with special education needs are assisted by a specialized teacher (MOEC).

### **1.8.2 Influential facilities in Special Needs Education**

Access to influential facilities in teaching/learning for children with special needs constitutes a significant role in their effective learning (Abend C.A, (1979). This part will define the various facilities in visual and physical special needs. By influential facilities the study refers to materials, equipments and some environmental settings that are important for children with special needs (Msuya (2005). They are facilities concerned with the two forms of special needs under this study which are visual and physical.

#### **Influential Facilities in Visual Special Needs**

Under visual special needs, the influential facilities are Braille materials, audio and visual devices, various teaching aids, mobility equipments and even building design and toilets.

**Braille Materials.** These are products and the necessary materials to facilitate the production of Braille. Braille is a system of touch reading developed by a blind Frenchman, Louis Braille in 1829. The system involves the use of embossed characters which are in a system of six dots (Kirk S et.al (2009). Thus by Braille materials the study refers to materials like Braille books

and Braille course materials, Braille papers, Braille typewriters and slate and stylus (Kirk S et.al (2009). Braille is important in literacy for people with visual special needs as prints are to those with no visual special needs. It should not be forgotten that one is to encounter significant functional difficulties in his or her daily life if he or she remains illiterate (Shroeder F.K, (2004).

**Audio and Visual Devices;** According to Lowenfeld (1973), children with visual special needs principally learn through hearing and touch. Thus to enhance their learning audio and visual devices are important (Koenig A.J & Holbrook M.C (2003). Visual devices are for those children with low vision. It includes devices like spectacles (glasses) and magnifiers. Audio devices include audio recording devices (for recording lessons etc), talking watches, talking computers etc (Koenig A.J & Holbrook M.C (2003), Kirk S et.al (2009).

**Teaching Aids;** These are items/tools used by teachers in the teaching-learning process to illustrate or reinforce a skill or idea. They are very important for children with visual special need since they help them to understand their environment by means of feeling and manipulating them (Kirk S et.al (2009), Bishop V.E (1996). They include language tapes, friendly computers, books and other concrete objects that are used during lesson (ibid).

**Mobility Equipments** are devices used to enable a child with visual special need to move independently in his or her environment. By this study reference is made to those equipments which are commonly used in Tanzania. The most common device is the use of canes; both locally made (out of stick) and the white cane (Msuya (2005), (Kirk S et.al (2009).

**Building design** entails the general infrastructure of the school which includes buildings and pavements. Also classroom design as well as the physical arrangement of furniture (desks and tables for instance) in the classroom is included in under building design. Floors, cubicles, counters, doors etc are to be free from obstacles or any dangers to children with visual special need. They are to be friendly constructed so as to allow children with visual special needs to freely move in their environment (Koenig A.J & Holbrook M.C (2003), Bishop V.E (1996).

**Toilets;** By toilets it refers to room or a cabin that contains a sanitation fixture where children basically use for bowel and bladder elimination while at school. Under this study, toilets are viewed in its holistic manner. Thus the room/lavatory/cabin with its accessories (sewerage

system, the water pipes, sinks, toilet paper, brushes etc). Toilets for children with visual special needs are to be friendly constructed/set (worldtoilet.org.).

### **Influential Facilities in Physical Special Needs**

Under physical special needs, the influential facilities are building designs, mobility devices and toilets.

**Building Design** entails the general infrastructure of the school which includes buildings and pavements. As in visual special needs, building design in physical special needs also need to be free from obstacles and any dangers to children (Bishop V.E (1996). In addition, areas of focus in building design under physical special needs are access ramps, doors (wide enough to accommodate wheelchairs and with reasonable locks height), classroom design as well as the physical arrangement of furniture in the classroom (Buildingbulletin77 (2005), *ibid*).

**Mobility Devices;** Mobility devices are equipments used to enable a child with physical special need to move independently in his or her environment. By this study reference is made to those equipments which are commonly used in Tanzania. These are self propelled wheelchairs, crutches, sticks, walkers, grab bars and hand rails (Buildingbulletin77 (2005), (Msuya (2005).

**Toilets;** By toilets it refers to room or a cabin that contains a sanitation fixture where children basically use for bowel and bladder elimination while at school. Under this study, toilets are viewed in its holistic manner. Thus the room/lavatory/cabin with its accessories (sewerage system, the water pipes, sinks, toilet paper, brushes etc). Toilets for children with physical special needs are to be friendly constructed/set with grab bars attached to the wall at one side (worldtoilet.org, (Buildingbulletin77 (2005).

## 1.9 Outline of the Thesis

This thesis is made up of six chapters which are Introduction, Literature Review, Research Methodology, Presentation of Findings, Discussion of the Findings and finally Summary, Conclusion and Recommendations.

The Introduction chapter presents Background to the Problem, Purpose of the Study, Objectives of the Study, Significance of the Study, Delimitation of the Study, Limitation of the Study and Definition of Terms. It also presents an overview of the Tanzania National Policy on Disability.

Literature Review chapter offers a body of surveyed literature about the study. The chapter presents issues like Education for All and Special Needs Education, Policy in Special Needs Education, Visual and Physical Special Needs and a Review of Tanzania's related National Policies and Documents. It ends up by presenting the Theoretical Framework of the study.

Research Methodology Chapter presents Research Design, Locale of the Study and Sampling, Instruments used in the process of collecting data and the reasons for their adoption, how data is analyzed and finally Ethical Considerations.

Presentation of Findings is a chapter that presents the gathered information from the field (data). Responses from six informants (primary school teachers) are presented both in quotation and reporting format. The responses are on the five themes of the study which are Primary teachers' knowledge about the National Policy on Disability, Access to influential facilities in special needs education, Problems facing schools in special needs facilities, teachers' solutions to these challenges and the Views of teachers about the National Policy on Disability.

Discussion of the Findings brings forth a discussion and interpretation of the findings. The chapter discusses the findings in relation to literature, theory and model of influence. It ends up by providing a summary of the discussed findings.

Summary, Conclusion and Recommendations is the last chapter that starts by providing a summary of the thesis, followed by the drawn conclusion and recommendations. Encountered obstructs during the process of writing the study are also presented under this chapter.

## **2 LITERATURE REVIEW**

This chapter presents various related body of text about the study. Since it was the purpose of the study to reveal the impact of the Tanzania National Policy on Disability towards provision of special needs education in primary schools (access to influential teaching-learning facilities), the chapter start by reviewing the UNESCO declaration of Education for All, then the concept Special Needs and Special needs education in Tanzania, followed by policy in special needs education, visual and physical special needs before ending with the review of various related national policy documents in Tanzania.

### **2.1 Education for All and Special Needs Education**

Education was declared as one of the basic human rights in 1948 when world nations endorsed the so called Universal Declaration for Human Rights (Rainer H (ed.), (2010). About 42 years later despite of the notable initiatives by world nations to bring this into realism, the situation had remained desperate. More than 100 million children had no access to primary school (UNESCO (1990). This prompted world nations to meet in Jomtien Thailand in 1990 where they adopted the World Declaration on Education for All and Framework for Action to meet Basic Learning Needs. The Jomtien conference was a remarkable milestone in the international dialogue on education as it gave a renewed impetus to the world towards provision of universal education. The conference also served to stimulate the move to improve the quality of basic education and access to people with special needs (ibid).

In June 1994 the world nations met again in Salamanca Spain to further the objective of Education for All. The main focus was to enhance inclusive education by enabling all children, those with special needs in particular to access schools (World Bank (2000).To continually take further the cause of Education for All, world nations met again in Dakar Senegal in the year 2000. In this forum nations had the opportunity to assess the achievements, lessons and failures encountered. One among the resolution in Dakar was to ensure all children with emphasis to the marginalized children like those with special needs have access to and complete a primary education of good quality by 2015 (UNESCO (2000).

Distinct from the other previous centuries, the discipline of special needs education has received a paramount attention at the beginning of the 21<sup>st</sup> century. Both developed and developing countries are in their effort to ensure education to every single individual (Kirk S et al (2009). According to Baveridge S (1999) the concept of special education is socially constructed. Baveridge recognizes the influence of political and economic factors in defining it. In Farrel M, (2003) a child has special educational needs if he or she has learning difficult which call for special educational provision to be made for him or her. This definition is adopted from the English Education Act of 1996, section 312 and it is also described by Baveridge S (1999). Wikipedia.org explain special education as a type of education offered to special need people in the way that addresses their individual differences and needs. Briefly special educational need refers to specially designed instructions to meet unique needs and abilities of people with special needs (Possi (1994).

## **2.2 Special Needs Education in Tanzania**

According to the Tanzania Human Rights Report (2011) Tanzania is among countries with a larger than average number of persons with special needs. The physically challenged people with 28 percent make the greatest percentage of all followed by the visually challenged ones with 27 percent (APRM (2009). Like in other sectors, education for people with special needs in Tanzania is still inadequate. The level of illiteracy among them is very high (47.6 %) compared to the rest (25.3%) (URT, (2008).

Historically provision of special needs education in Tanzania was largely a practice by religious organizations. For example in 1950 the Anglican Church established the first school for children with visual special needs. This initiative was followed by that of the Roman Catholic Church in 1963 when they started a school for children with hearing special needs (Danda F.E.J (2009). The years after independence witnessed an immense effort by the government to educate its citizens. As with the case today, there was no specific policy to deal with special needs education. Their question was enshrined in the general documents that were meant to deal with the general population (Tungaraza F (1994), Aldersey H.M, Turnbull H.R (2011). The constitution for example with its various amendments delineate that all human beings are equal and are entitled to equal rights irrespective of color, tribe, gender or religion. It further prohibits discrimination against people with special needs (URT (2000). With time however, the trend tends to be accelerating towards more specific documents and



programs for people with special needs. In 2004 for the first time in history Tanzania issued the National Policy on Disability. Though still remain a general document as far as the question of educating people with special needs is concerned, this policy touched the question of their education. The policy emphasizes basic education to all children and priority to be given to those with special needs (URT (2004). It further acknowledged the deplorable condition that prevails in special needs education and others services for people with special needs.

Some of the problems confronting special needs education in Tanzania include lack of enough special needs teachers and professionals, inaccessible facilities, lack of textbooks and reference books, overcrowded classes and many others. Commenting on lack of enough special education teachers Kapinga O, (2012) attributed the problem to the government's lenient measure to train them. He argues that even the Tanzania Primary Education Development Program (2002-2006) that transformed many things in primary education ignored the question of teacher education for special needs.

Over the issue of inaccessible facilities the National Policy on Disability stated that almost all facilities at all levels are inaccessible (National Policy on Disability (2004). This argument is supported by a study done by HAKIELIMU which indicated that 95 percent of the school buildings in the country, even those built during the phase of Primary Education Development Program (2002-2006) did not consider the needs of learners with special needs (LHR, (2009). Lack of enough reference and textbooks was similarly studied by SACMEQ (2011) and the findings indicated that 97 percent of pupils in primary schools did not have sole use of mathematics textbooks in 2011. Meanwhile according to empirical evidence for effective teaching/learning to occur sole use of textbooks should not remain uncommon (Ponera G.E, et al (2011).

In 2010 the Tanzanian government passed the Persons with Disability Act 2010 which prohibits discrimination of any kind in the provision of education at all levels. The law states that;

*“Persons with disabilities in all ages and gender shall have the same rights to education and training in inclusive settings...”* (Tanzania Human Rights Report 2010, (2011) p.188.

All these initiatives have made it possible for the increased awareness of special needs education in Tanzania and have worked towards arising positive impulse from the general public. Though not yet to the full fledged level, it is now clear that the number of children with special needs who are receiving education now is bigger compared to the time before (Tanzania National Bureau of Statistics (2008), Danda F.E.J (2009).

In terms of administration and organization, special needs education in Tanzania is part and parcel of the wide education sector under the Ministry of Education and Vocational Training. This ministry is responsible for policy formulation and overseeing of the general education system in the country. It is headed by the Minister who is assisted by the National Education Advisory Council. Hierarchically there is a Permanent Secretary followed by the Commissioner for Education (UNESCO, (2010). The Commissioner for Education supervises Special Needs Education and the seven divisions of Primary Education, Secondary Education, Teacher Education, Technical and Vocational Education, Higher Education, Adult and Non-Formal Education and the School Inspectorate (ibid.). Education system in Tanzania follows the sequence of 27423 and thus special needs education also trails under the same system (MOEC).

## **2.3 Policy in Special Needs Education**

According to Aldersey H.M and Turnbull H.R (2011), policy documents are the backbone of democracies because they provide a reflection of the government's decision making process, hold governments accountable for services delivered, shape societal viewpoints and actions and record a society's progress and change over time. Having a policy in special education is a significant milestone towards operationalizing various global initiatives to ensure equal education opportunities to people with special needs.

However having a policy is one thing different from turning its contents into practice. One important factor that should never be overlooked when aspiring for a practicable policy is the factor of its dissemination. Ntombela S, (2006) argues that effectiveness of any policy on the ground depends on how it is disseminated and understood by its stakeholders. Stakeholders for this case are the respondents of the study (primary school teachers). It is significantly important to ensure policy awareness to them because apart from making the policy

practicable it also entails professional development and support to teachers (they have right to information access) (Guskey T, (2000), Day C, et al (1998).

Policy documents particularly in special needs education should have specified statement of their own, followed by a statement of purpose that sets out the rationale of the policy and elaborates the desired goals and outcomes of the policy. The statement of purpose should show empirically the inclusion of people with special needs education in participation, contribution and benefit (Aldersey H.M and Turnbull H.R (2011).

Turnbull, Stowe and Huerta (2007) suggested six important elements that need to be contained in a workable special education policy. These are Zero Reject, Non discriminatory Evaluation, Appropriate Education, Least Restrictive Environment, Procedural Due Process and the Parent Participation. However, Aldersey H.M & Turnbull H.R (2011) does caution the use of these six principles in various cultural, economic and political settings or contexts. They assert that some of these principles might be irrelevant to some places compared to the way they are used in the United States of America in the special education policy and Act.

Researchers in the United States of America identified eighteen (18) core concepts from the American Individuals with Disability Education Act (IDEA). In evaluating the Tanzania Policy on Disability, Aldersey and Turnbull used American Individuals with Disability Education Act (IDEA) for analysis. They see that the eighteen (18) core concepts of IDEA (American Individuals with Disability Education Act) remain paramount to any other policy on disability. The identified eighteen core concepts of the American Individuals with Disability Education Act (IDEA) are Protection from Harm, Prevention and amelioration, Liberty, Autonomy, Privacy and confidentiality, Empowerment/participatory decision making, Antidiscrimination, Individualized and appropriate services, Cultural Responsiveness, Family Integrity and unit, Family Centeredness, Professional Capacity Building, Classification, Capacity-Based Services, Coordination and Collaboration, Accountability, Productivity and Contribution and Integration, (Turnbull H.R, Gwen B, & Stowe M.J (2001), Aldersey H.M and Turnbull H.R (2011) Turnbull H. R, Stowe, M.J & Samara K, (2001).

Though suggested by American scholars to reflect the American context, these 18 core concepts can still be relevant to other countries as well. Commenting on their usability to other contexts, Aldersey & Turnbull retaliates;

*“Although the core concepts approach relies solely on U.S. policy, its utility to policy leaders in other countries lies in the fact that other countries place greater worth in public policy, much like the United States”. ( Aldersey M.H & Turnbull R.H (2011), p.165).*

## **2.4 Review of Tanzania’s Related National Policies and Documents**

Tanzania has adopted and to some extent implemented a number of laws, policies and documents pertaining to people with special needs. Under this sub-chapter, eight of them are highlighted. These are The Constitution of the United Republic of Tanzania, Universal Primary Education in Tanzania (UPE), National Strategy for Growth and Reduction of Poverty (NSGRP), Primary Education Development Program (PEDP), Tanzania Development Vision 2025, and the Persons with Disability Act 2010.

**The Constitution of The United Republic of Tanzania;** The 1977 Tanzanian constitution with its amendments stresses the equality and equity to all citizens. That, all human beings are equal and are entitled to equal rights irrespective of color, tribe, gender, religion or disability. The constitution prohibits discrimination against people with special needs (URT, (2008). In 2011 the government issued for the first time 1,500 copies of constitution in Braille form so as to enable people with visual special needs to access it (Peter F, (2011).

**Universal Primary Education in Tanzania;** Universalization of primary education received great attention in developing countries after its commencement. In Tanzania the government under the first president J.K.Nyerere embarked on serious measures to ensure its success. Primary education became universal and schools were built in almost every village. This resulted into high enrolment in primary schools and remarkable literacy rates which reached 98% by the mid 1980’s (Oluoch T (2006), Omari I.M, et al (1983).

In relation to special needs education, the Universal Primary Education initiative addressed it in a general manner by means of including learners with special needs in the general statements such as the right to education to every child of school age (7 to 12 years), etc (Omari I.M, et al (1983).

**Tanzania Development Vision 2025;** Developed in 1990's, the Tanzania Development Vision 2025 came into operation in the year 2000. The document views education as essential for social and economic development of the country. In correspondence with the Millennium Development Goals (MDGs) the document stipulates that ALL children shall receive basic education (Krohn N.A, (2008). However, this document is not specific in terms of special need education since it is coined in a general way like that (ibid).

**Primary Education Development Program;** Primary Education Development Program (PEDP) started to be implemented in the year 2002 as an effort to realize the educational objectives set under the Tanzania Development Vision 2025. The program's general aim was to facilitate the attainment of universal primary education in mainland Tanzania. Key issues under the plan included enrolment, increasing school retention, expansion, and quality improvement among others (GOURT 2002). According to some studies on Primary Education Development Program, the program did not give serious concern the question of special needs education. This resulted into continuation of deplorable situation in their education even after the program has ended. The study by Davidson E, (2004) for example indicated that Primary Education Development Program facilitated the increase of classrooms but not the physical design that is friendly for special needs children.

**Persons with Disability Act 2010;** The Persons with Disability Act was passed by the government of Tanzania in 2010 to promote and protect people with disabilities' rights. In terms of education, the act prohibits discrimination of any kind in the provision of education at all levels. The law stipulates that;

*"Persons with disabilities in all ages and gender shall have the same rights to education, training in inclusive settings..."* (Tanzania Human Rights Report 2010, (2011), p.186-7).

Sub article 3 of article 29 further stresses on the importance of inclusive education in attaining education for all. The article stipulates that special schools shall be for transitional period towards inclusive schools (CCBRT.org).

**National Strategy for Growth and Reduction of Poverty** is a Tanzania's development program that among other developmental issues is for addressing the issue of education in the country. It is in relation to the aspirations of the Tanzania's development Vision 2025 which

among other things advocates for high quality livelihood and education. Principally the policy aims at reducing inequalities across categories (URT, (2005), Tanzania Human Rights Report 2010, (2011).

## **2.5 Visual and Physical Special Needs**

This section is about the two forms of special needs chosen by the study. These are Visual Special Needs and Physical Special Needs. They are hereby underneath presented as noted from various literatures.

### **2.5.1 Visual Special Need**

Visual special need has been defined both legally and educationally by various scholars. It is a condition that can range from total absence of sight to the partially sighted. This entails the two main groups that are accorded to visual special needs children; the Blind and the Low Vision children. It is a concept for a visual loss that affects individual's daily life activities like those in education etc. Loss of visual acuity and visual field is certainly behind visual special needs (Holbrook, M.C (1996), Lewis V, (1987).

Visual acuity refers to a visual measurement that entails seeing objects clearly and acutely depending on how sharp the retinal focus and how sensitive the brain's vision faculty is (Cline D. et al (1997). The mostly common used method for assessing visual acuity is the use of Snellen chart. A person whose vision is tested is asked to identify characters (letters or sometimes numbers) on a chart from a distance. The typical distance from the chart is 20 feet because at 20 feet one's eye is at its natural position. The phrase "20/20 vision" is a measurement of how someone is able to read the letters from the chart thus one is said to have a "normal" visual acuity. When a person can still identify the letters at a larger distance then the bottom number will be small to that of the top and when he/she fails to identify then the bottom number will be large (Holbrook, M.C (1996), Quackenbush T.R (1997), Lewis V, (1987)

Visual field is a measurement of one's entire scope of vision seen without moving the eyes or head. It is expressed in degrees and the "normal" vision is considered to be between 160 to 170 degrees horizontally. Testing of visual field however is subjective and even difficult to

conduct with young children as it is difficult to make them have their eyes focused (Choplin N, et al (1998),) Holbrook, M.C (1996).

There are various causes of visual special needs which range from natural/inheritance to environmental. A number of diseases are associated with the occurrence of visual special needs. Infectious diseases like rubella (German measles), meningitis etc are normally accountable. Other causes are injuries like brain damage, congenital cataract, albinism, hereditary conditions and retinopathy of prematurity (Lewis V, (1987), Kirk S, et al (2009) Holbrook, M.C (1996). World Health Organization (WHO) has identified three major causes of visual special needs which are prevalent globally. These are uncorrected refractive errors (myopia, hyperopia or astigmatism), cataract and glaucoma (WHO (2).

**Blindness and low vision** have been differently defined from one study to another (Scheiman M. et al (2007). World Health Organization (WHO) defines blindness as the inability to see (WHO (1). According to Kirk S, et al (2009) blindness is a situation when a child cannot use vision for learning yet she or she can respond to light and darkness and can have some visual imagery in some instances. These children who are blind use their tactile or auditory senses as their primary learning channels (ibid).

According to the international standard of classification as proposed by World Health Organization (WHO) Low vision is when the measurement is worse than 20/60 in the better eye with best correction (Randall T.J. (ed.) (2004), Scheiman M. et al (2007). Low vision is the loss of eyesight that makes the accomplishment of visual tasks difficulty. However with aid, children with low vision can use their visual sense for learning (Kirk S, et al (2009).

**Educational Response to Children with Visual Special Needs;** In order for learners with visual special needs to conveniently learn and have a meaningful learning, there should be a full utilization of their body senses like hearing, touch, vision, smell and even taste (Kirk S, et al (2009). Thus adaptation is important and it should go hand in hand with the exact need of a child (Garnett F, Gail C, (2003). Lowenfield (1973) proposed three general principles for adapting instruction to the educational needs of children with visual special needs. These are the need for concrete experience, the need for learning by doing and the need for unifying experiences (Koenig A.J & Holbrook M.C (2003).

*The Need for Concrete Experiences;* Children with visual special needs need to work with concrete objects to understand the surrounding world and develop meaningful concepts. Teachers should therefore use concrete or real objects from the natural and even outside the natural environment. They (teachers) should also allow ample time for children to have physical guidance like trips to museums (Koenig A.J & Holbrook M.C (2003, Kirk S, et al (2009).

*Learning by doing* is attained by letting the child with visual special need to accomplish tasks which are the focus of the instruction. Therefore lectures should always be accompanied by a practical experience to bring sense to visual special needs children. Teachers and other people around children with visual special need should avoid doing things for them. What is important is for teachers to continuously motivate their learners (ibid).

*The Need for Unifying Experiences;* Since visual special needs restrict holistic experience of one's environment, a unifying experience is paramount to bridge out the restriction. Special education teachers should therefore strive to explain to visual special needs children the relationships among concrete experiences. A teacher can use field trips for example to make children establish a link between what was instructed in the classroom (ibid).

## **2.5.2 Physical Special Needs**

A physical special need is a condition that affects mobility or upper limbs or motor coordination in terms of fine and gross motor skills thus hampering movement and independence at large (Hampshire, (2005). It involves neuromotor impairments (cerebral palsy, neural tube defects, seizure disorders, and traumatic brain injury), Degenerative diseases (muscular dystrophy and spinal muscular atrophy) and orthopedic and musculoskeletal conditions (juvenile arthritis, spinal curvatures, limb deficiencies, hip conditions) (Kirk S, et al (2009), Beveridge S (1999).

### **Forms of Physical Special Needs**

Below is a brief highlight on the various forms of physical special needs where their causes will also be noted.



*Cerebral Palsy* is a neurological disorder due to some effects to the brain which leads to permanent effect on body movement, posture and muscle coordination. It manifests itself during infancy or early childhood (Berker N & Yalcin S (2010), Liptak G, (2002), Kirk S, et al (2009). It is classified into four types which are Spastic, Dyskinetic, Ataxic and Mixed cerebral palsy. A child can have one or combination of these types. Spastic is the most common form of cerebral palsy characterized by muscles and joints stiffness and abnormally high muscle tone. If just one part of the body either left or right arm and leg is affected, a person is hemiplegic. If the whole body is involved with legs being severely involved than the arms, the person is diplegic. If the effect is equally distributed throughout the body, a person is quadriplegic (Kirk S, et al (2009), Berker N & Yalcin S (2010).

Dyskinetic cerebral palsy is the second most common type of cerebral palsy. It is a condition whereby the whole body is affected by the muscle problems. A child with dyskinetic cerebral palsy will experience weak or tight muscle tone which in turn will cause random and uncontrolled body movements (ibid). Ataxic cerebral palsy is when there is abnormal movement for balance, coordination and fine motor control. A child with mixed cerebral palsy will have a combination of spastic, dyskinetic and ataxic cerebral palsy (Kirk S, et al (2009).

*Neural Tube Defects* are congenital disorders by which the embryonic neural tube is left partially closed thus exposing the brain or spine to the amniotic fluid. A portion of the spinal cord might protrude through the bone holes if the opening is large. The most common type of Neural Tube Defect is spina bifida (Oppenherimer S.G. (eds.), (2007), ibid).

*Seizure Disorders*; This is a disorder which occurs when the normal functioning of the brain is disrupted by receiving abnormal signals. It can be general (much or even the whole of the brain) or partial (part of the brain). Among things that can cause seizures are head injury, medical conditions like meningitis, genes and many others (Freeman M.J. et al (2002), (Kirk S, et al (2009).

*Traumatic Brain Injury*; Also known as intracranial injury, traumatic brain injury is caused by severe injury of the head which leads to learning difficulties, attention deficit disorders, spina bifida, cerebral palsy etc. Depending on the extent to which the brain has been damaged, symptoms of traumatic brain injury can be mild, moderate or severe (Gronwall D. et al, (2002), Pershelli A, (2007), Kirk S, et al (2009).

*Muscular dystrophy* refers to the inherited progressive defective nourishment of the muscles that affects movement and function. It appears at about two to five years and by the age of twelve a child may not be able to walk (Emery A.E.H, (2000), Kirk S, et al (2009), Siegel I.M. (1999).

*Juvenile arthritis* simply means inflammation of the joints which leads to swelling (though not all types of juvenile arthritis involve swelling, many of them do), stiffness, tenderness and pain. It normally begins at or even before the age of sixteen. Victims of Juvenile arthritis experiences reduced physical activity and have often poor appetite (Rouba K (2009), Peacock J, (2000), Kirk S, et al (2009).

*Spinal curvatures* is a spinal disorder due to problems with the spine functioning. Many of the spinal curvature causes are unknown but the most common causes are congenital spine deformities, neural muscular problems and genetic conditions (Kirk S, et al (2009), Heary R.F. & Albert T.J. (2007).

*Limb Deficiencies* refers to a condition whereby there is a complete or partial absence of a limb (upper and or lower limb). This absence of the limb can be part or whole. In some instances however, multiple limb deficiencies can occur. There are two main categories of limb deficiencies which are Acquired and Congenital limb deficiencies (Trautwein L.C, et al (1996), Loder R, (2004).

*Hip condition* is a disorder that affects the hip joint which is the largest joint of human body. The victim will experience pain in the hip, knee and thigh, muscle stiffness and limping. Among the causes of hip conditions includes developmental conditions like dysplasia (abnormal development of organs) and bone fractures (Banta V.J. & Scrutton D. (eds.), (2003).

## **Educational Response to Children with Physical Special Needs**

Many of the children with physical special need receive their education in the school mainstream system. They however need specific support in addressing their academic, life skills and counseling (Kirk S, et al (2009), Beveridge S, (1999). Children with physical special needs among other skills need to be equipped with skills that will enable them to become independent in their environment. Mobility and motor skills for instance are

important as they help in maintaining postures like sitting and standing and functional movements like reaching and grasping (Karp G, (2009), *ibid*).

## 2.6 Theoretical Framework

Theoretical framework is a logical representation of constructs and their relationships that denotes variables to be involved in the study. The variables of theories, models and paradigms are identified so as to establish a link with those under the study. (Gall, Gall & Borg, (2007), Vincent A & Norma T (2006). This study is grounded upon Cultural Historical Activity Theory (CHAT) and a human performance factors model by Wile D which is famously known as Wile's Model of Human Performance Technology.

### 2.6.1 Cultural Historical Activity Theory (CHAT)

*"...education is a process of simultaneous enculturation and transformation..."*

(Wells G & Claxton G. (2002), p.2)

Cultural Historical Activity Theory (CHAT) explicates that the development of an individual is mutually constitutive to his or her society (Wells G & Claxton G. (2002). This thinking bears the importance of societies to support their individuals regardless of the differences in physical, social, psychological or economic setups. Tanzania policy on disability is one strategy to ensure that children/people with special needs are not excluded from the rest of the society for their mutual development. The statement of the policy on education states that "the government in collaboration with stakeholders shall provide a conducive environment for inclusive education that takes care of special needs children". Conducive environment for this case is that kind of environment that is adaptive to children with special needs. One important element of such kind of environment is availability of necessary facilities to enhance children with special needs so that they are not forced to conform or adapt to the surroundings (Johnsen B.R (2001).

It is through this thinking that the research question of the study locates its foundation as its main focus is the description of the Tanzania national policy on people with special needs in facilitating access to various facilities that are influential to special needs education in primary schools. According to Cultural Historical Activity Theory, human development is enriched by

two significant features which are the role of artifacts (physical tools like a computer) and the psychological/semiotic tools like language (Rogoff (2003). The character and quality of cultural tools directly determines the quality of child's cognitive development (Davydov (1988).

Thus, the role of artifacts /tools (important facilities) is what the treatise opted to mainly concentrate on. Its importance in human development can be further reflected in the following quotation from Wells G & Claxton G. (2002) p.3-4.

*“As a group of people engage in an activity together, their ability to carry it out effectively resides not only in their individual knowledge and skills, not just in their ability to collaborate, it is also distributed across the artifacts that are to hand”*

The reflection under this quotation is how significantly tools are part of human development. This implies in presence of poor or complete absence of tools human development can be impaired significantly. This is because human development is not just about collaboration or individual knowledge (mere mainstreaming of children with special needs), but it is also affiliated to the role of artifacts/tools/facilities. A high quality cultural tool induces, shapes and directs development (Mariane H, et al (1999).

Furthermore the study is not blindfolded to other main concepts of the theory. They are similarly applied to enrich arguments particularly in the discussion chapter of the study. Such concepts include Zone of Proximal Development, Social Interaction and the concept of Activity in Cultural Historical approach. Zonal of Proximal Development is one of Levy Vygotsky's great contributions in psychology and learning. It is the difference between what a child/learner can perform on his/her own and what he/she can perform with help from others (Cole M, (2003). The current efforts to educate children with special needs can be enhanced by the application of Zonal of Proximal Development since it facilitates interaction.

Various scholars have been referring Zone of Proximal Development in different terms. It is also referred to as Guided Participation (Lave & Wenger (1991) in Wells G & Claxton G (2002), Rogoff B (2003), Joint Participation Activity (Dalton S.S, & Tharp R.G (2002), Apprenticeship (which is referred by Rogoff as Learning by Osmosis), (Pieter A, & Ng A.Y (2005), (Rogoff (2003), and many other terms/concepts.

According to Cultural Historical Activity Theory, Social Interaction is a prerequisite to cognitive development (Wells G & Claxton G (2002). Rogoff for instance asserts that children's cognitive development is inseparable from social environment. That children's cognitive development occurs in the context of guided participation in social activity with more experienced partners (Rogoff (2003). Thus the contemporary effort by Tanzania to build inclusion is counted by the study as one means to facilitate learning to children with special needs through interaction.

Activity in Cultural Historical Theory is ought to be meaningful. By meaningful activity it refers to practical or real activity that establishes strong connections with the systems of consciousness. One means to facilitate the occurrence of meaningful learning is to use motivation. In Cultural Historical Activity Theory motivation of learners can be attained through creation of education system that is directed towards holistic development of an individual. One's holistic development can be attained through children's participation in historically situated and jointly undertaken activities (Mahn H, Steiner J.V, (2002).

Engestrome expanded the concept of Activity by including more elements like community, social rules and the division of labour. The original Vygotskian system comprised of three elements which are subject, tools and object. That the activity is enhanced through mediated action which is enabled by tools. Thus the subject will use tools to accomplish an object. The modification by Engestrome gives further reflection of the social context that is central to Cultural Historical Activity Theory. Rules, Community and Division of Labour are activity system's social basis (Engestrom Y, (1999).

The National Policy on Disability, teachers, pupils with special needs and other stakeholders fits in the activity system. To effectively make the system span and yield accordingly, the elements within it are to work interconnectedly. For this study learners with special needs are subjects and the object is the envisaged outcome which is to see them learning just like any other children. To arrive at that object mediated action is required. This is possible through the use of tools which are both artefacts and symbiotic. The National Policy on Disability calls upon stakeholders to assist in providing facilities (tools) to enable special needs children learn well. It is therefore calling upon the presence of a very significant element in the activity system which is tool(s).

The policy further stipulates the respective roles and rules through its various statements. For example a statement that;

*“The government shall waive fees for technical aids imported into the country and those manufactured in the country”*

(National Policy on Disability (2004), p.15)

This is an obligation which is meant for implementation thus it counts as part of the society rule. It is also a statement that distributes responsibilities among society members, so it is in perpetuation of the element of division of labour. The division of labour is partly made possible by the rules which are equivalent to the policy itself if it is to be strictly implemented.

In practice, the concepts of Cultural Tools, Zone of Proximal Development, Social Interaction and Activity are different facets of the same process of goal-directed and object oriented human activity. As the quotation above from Wells G, & Claxton G. (2002) p.2 implicates, learning in Cultural Historical Activity Theory occurs in the wider context comprising of various elements which work together for a mutual outcome. Synthetically, by providing education to children with special needs while ensuring their access to facilities will yield meaningful learning and development through a mediated action. The study explores the perspectives of teachers on the National Policy on Disability in special needs facilities.

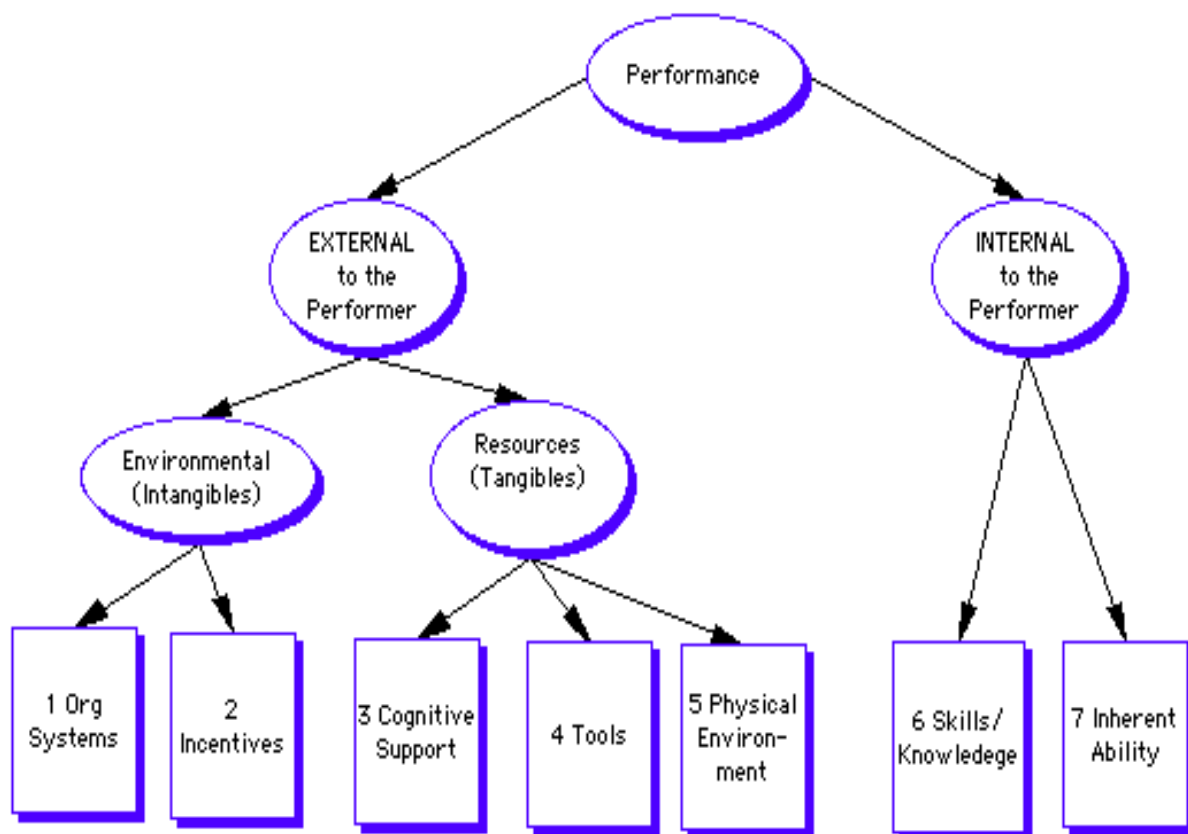
### **2.6.2 Wile’s Model of Human Performance Technology (HPT)**

Models originate from experience and reflection and they play the role of facilitating scholars and practitioners to understand key variables and their relationships in the system (Edyburn D.L. (2000)). Since the general objective of the study is to spot the extent to which the country’s initiative to educate all citizens is brought into operational or material, the study opted for Wile’s model of Human Performance Technology which puts forward seven important elements that leads to performance. One of the elements of Wile’s model which is “Tools” is the main focus of the study thus the model remains significant in providing explanation behind performance of children with special needs in education.

According to Wile’s model of Human Performance Technology, performance depends upon seven (7) variables which are Organizational systems, Incentives, Cognitive support, Tools,

Physical environment, Skills/Knowledge and Inherent ability (Gilmore R, (2008), Edyburn, D.L.(2000), Wile D. (1996). These variables are further viewed as party of two classes; those which are internal to the performer (skills/knowledge), and those which ate external to the performer (organizational systems, incentives, cognitive support, tools and physical environment). Further the external variables are either part of the “Environmental factors” (intangibles) or part of the “Resources” (tangibles) (Edyburn, D.L. (2000), Wile D. (1996). A diagram representation of the model below provides a summary of these variables of performance.

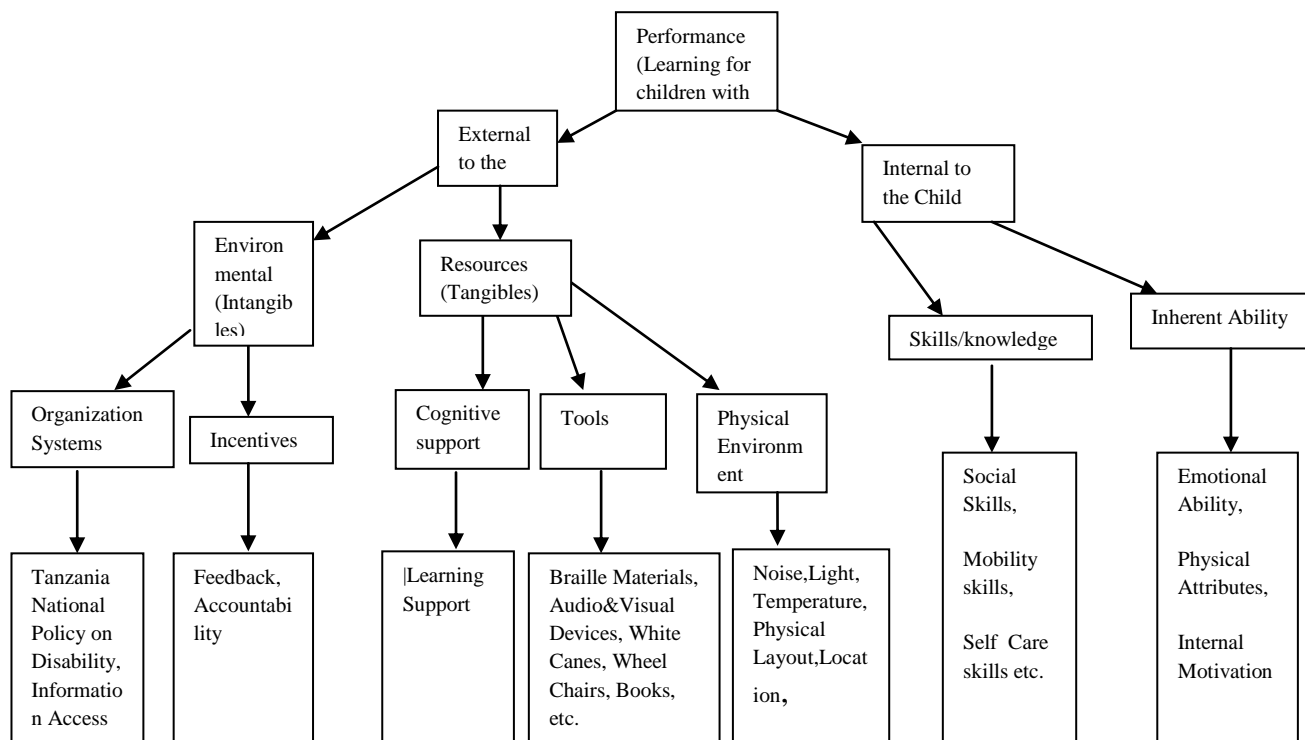
#### Wile’s Model of Human Performance Technology



**Figure 1: Wile's HPT Model, From Wile, D. (1996).**

Although variable 4 (tools) is more emphasized in this study, all other variables also will be touched in one way or another particularly in the process of analyzing the findings. This is because these variables operate in a mutual manner towards accomplishing a sustainable performance. The weakness or absence of one of these variables in the system leads to poor performance. Albeit of viewing performance differently in different cultures, Wiles

taxonomy/model is flexible and adaptable to different performance systems. Thus, the seven constructs of the model are operational to most cultures and systems (Gilmore R, (2008), Holton, E (1999). Below is a graphical representation of Wile's model in relation to the study.



**Figure 2: Wile's HPT Model in relation to the study (Refined from Gilmore R.E (2008), p.92).**

For the purpose of convenience of the study, some Wile's model elements under physical environment variable are studied under variable number 4 (Tools). These include elements like toilets and classroom design/physical layout.



# **3 RESEARCH METHODOLOGY**

This chapter describes the method and procedures used in the process of data collection. It enumerates the main topics that are to be covered in it namely Research Design, Locale of the study and Population/Sampling, Instrumentation/Research Methods, Data Analysis and Ethical considerations.

## **3.1 Research Design**

Research design is the plan of a research project that answers the research objectives. It ensures arriving to the answer of the initial question as unambiguously as possible. According to Green and Tull (1978) research design is a framework under which the methods and procedures for acquiring information are specified. In its essence, research design stands for logical problem rather than logistical problem (Yin 1984). This thesis employed Case Study design equated with Qualitative approach or method. Through Case Study design, the area of study was small thus enabling intensive study which corresponded with the limited time available (Kothari 2002). Furtherstill case study's tendency of allowing flexibility of the instrument used to collect data enabled reasonable investigation of the study. Finally the design allowed respondents to freely respond from their perception point of view thus enriching the study with plenty of useful information. (Gall et al 2007).

## **3.2 Locale of the Study, Sampling and Population**

Under this topic, description of the place where the study was conducted is presented together with the rationale behind its choice (Locale of the study). Also description of the population of interest and the sampling of individuals used in the study is presented under the title Population and Sampling respectively.

### **3.2.1 Locale of the Study**

The study was carried out in three (3) primary schools in Dar es Salaam city. Dar es Salaam is the largest and most important industrial and commercial centre in Tanzania with a population of approximately five (5) million people (Worldbank.org). It is among the ten fastest growing

cities of the world with a population increase of 8 percent annually (The Telegraph). It became a city in 1961 when Tanganyika (Tanzania at the time) gained independence from the British and remained to be the headquarters of the country up to 1974 when the country's capital was moved to Dodoma. Geographically, the city lies between 6.36 degrees and 7.0 degrees to the south of Equator and Longitudes 39.0 and 33.33 degrees to the east of Greenwich. To the east the city is bounded by the Indian Ocean while on the other sides it is surrounded by the Coast Region. It covers an area of 1800 square kilometers (Dar es Salaam City Profile 2004).

Several reasons contributed at making Dar es Salaam's choice for an area of study. First Dar es Salaam is the smallest region (in terms of area coverage) in Tanzania Mainland. Though small it is highly populated with about 50 percent of Tanzania's urban population (Worldbank.org). Its complexity, heterogeneity and density of its political, social, cultural and economic environment amounts to amalgamation centre or point of people from all walks of life in Tanzania. To the study this phenomenon is equated to Tanzania in summary. Second Dar es Salaam is among the regions of Tanzania with many schools offering special education (MOEC). This made it easier for the three sampled schools to be accessed. Third documentation and literature review were also facilitated by the presence of Ministry of Education headquarters and Libraries in the city. Finally Dar es Salaam served to minimize time and cost as the sampled schools could be reached easily since they both lie in the vicinity.

### **3.2.2 Sampling Procedures**

Best and Khan (2006) defined a sample as a small proportion of population selected for observation and analysis. Being qualitative, the study adopted purposeful sampling considering the benefit over other procedures. A purposeful sample is a sample selected in a deliberative and non-random fashion to achieve a certain goal. According to Patton (1990) purposeful sampling refers to a procedure in qualitative study whereby subjects are selected because of some characteristic. Thus the study deliberately opted to select cases of which it deemed to be information rich with respect to its purpose (Gall 2007).

In this study, three (3) out of four hundred and thirty five (435) primary schools (Dar es Salaam Regional Report (2011) were purposely sampled. The total number of respondents in the study was six (6) in the whole study area. The study predicted the same results for each

case putting into consideration the wide objective of the policy studied. This in turn was envisaged to bring literal replication which is simply explained as selection of similar cases and prediction of similar results too (Gall 2007).

### **Criteria for choosing the studied schools**

There are some criteria used to sample the studied schools. Among them is the reason that they started some years back before 2004, the year when the policy was issued. This was made a criterion so as to enable the study to grasp both before and after the policy scenario. The other criterion was presence of the study's special needs type of children. The sampled schools had either one or both of category covered by the study which are visual and physical special needs children. Finally the issue of easy accessibility was also considered. Dar es Salaam is a big city and some areas do experience transport problems.

### **3.2.3 Population**

A research population is a well defined collection of individuals, events or objects with similar characteristics which is also the main focus of the research or study. Best and Kahn (2006) define research population as a group of individuals who have some characteristics in common that are of interest to the researcher. The population of this study consists of primary school teachers from schools which differ in the way they offer special education. There are six teachers in total, two from each school category. There are three head teachers and three regular school teachers. The study counts both to be teachers because in the Tanzanian context head teachers and other teachers in the managerial/administrative posts in school remain to be teachers.

**Head teacher of a special school;** This is a head teacher of a school offering special education to the visually impaired children. Being the head of the institution the study considered the fact that she can be more likely to be aware of the policy because the ministry would make it accessible to him for implementation efficacy. At his school, she is the overseer of the programs and policies pertaining to the wellbeing of the institution.

**Regular teacher-special school;** This is a normal classroom teacher teaching a special school offering special education to the visually impaired children. He was involved because

down to the grass root of the policy implementation in the actual teaching-learning environment he is one of the beneficiaries who is directly involved. Compared to the other beneficiaries (pupils) a teacher is more likely to be knowledgeable about issues related to the policy.

**Head teacher-integrated unit school;** This is the head of a school that offers education to children with special needs through an attached special education unit to a regular school. Like the head of the special education school, this too was picked by the study under grounds of being an overall overseer of the teaching-learning process at school. Being the case the study thought of the possibilities of this teacher to be rich in the desired information related to the policy and that of the facilities at school.

**Regular teacher-integrated unit school;** This is a normal teacher teaching a school where special education is provided through the attached special education unit to the regular school. Being at the grass root of the policy implementation he faces directly the challenges wrought forth by the policy. Likewise he celebrates the successful side of it. Based on this ground the study positioned him to be likely rich in information that touches both the policy and the actual happening on the ground.

**Head teacher-inclusive schools;** This is a head teacher of a regular school which caters for children with special learning needs in a regular inclusive classroom where by a special teacher assists children with special needs. The grounds for using her are the same to those of head teachers of special and unit integrated schools.

**Regular teacher-inclusive schools;** She is a regular/normal teacher to a school that caters for children with special learning needs in a regular inclusive classroom under the assistance of a specialized teacher. Her likely qualities of being aware with the policy and being at the grass root of the likely to be the outcome of the policy favored his involvement to the study.

### 3.3 Instrumentation/Research Methods

In the process of data collection which in the words of Nkpa (2007) is the process of obtaining evidence in a systematic manner so as to ascertain answers to the research problem, the study had to employ both primary and secondary sources for data collection. Leedy and Ormrod (2001) describe primary data as the first hand information which is collected through various methods such as observation checklist, interview, questionnaires and documentary consultation. Secondary data are the data which are already collected and analyzed, hence available (Kothari 2008).

This study employed Interviews as a method for primary data collection. Considering the need of the study, interview method was favored over other methods. Leedy and Omrod (2001) assert that an interview allows a researcher to come up with a complete understanding of the issue under research and to decide when and how to ask guided questions. Interviews consist of oral questions and responses from the interviewer and respondents respectively (Gall 2007). Respondents were interviewed in their own spoken language which is Swahili, the national language of Tanzania. Interview questions were unstructured for the sake of allowing further probing and there was an interview guide that guided the researcher. Prior to each interview session, a rapport was established by means of being into contact and exchanging various ideas which has nothing to do with the study.

The researcher then after carried out interview sessions with the respondents each one at his or her convenient time. The respondents were six (6) teachers who were asked questions pertaining to the study. The asked questions were directed towards discerning the respondents' own point view as far as the question of availability of important facilities to their schools is concerned (ibid). Respondents' responses were recorded using an audio device as well as a notebook. The use of notebook was in caution in case of any mechanical default of the device, the information gathered to remain.

For secondary data collection the study employed documentary review by going through various governmental documents pertaining to the Tanzania's national policy on disability of 2004 and other related documents. Also in some literatures there were various documentary evidences that gave relevant information to the study.

### 3.3.1 Reliability and Validity

Validity and Reliability are concepts in research that measures or ensures quality of the study. Patton (2002) put it clearly that these concepts should remain a concern of any qualitative researcher. However, they are basically terms congruent with quantitative research. Since every research needs to guarantee its quality, various qualitative research scholars have evoked a discussion on the use of the terms in qualitative research (Patton M.Q, (2002), Bryman A, (2004) Gall, Gall & Borg (2007). According to these scholars the direct use of these terms in qualitative research sounds improper because quality of a study in each paradigm needs to be judged by its own paradigm terms. This study is within the qualitative paradigm, it therefore measures its quality within the frontiers of the paradigm by assigning dependability and trustworthiness concepts over reliability and validity respectively.

**Reliability** is basically used to measure quality of research in the quantitative paradigm. (Kirk and Miller, (1986), Gall, Gall and Borg, (2007). Though that is the case yet the idea remain to be used often in all kinds of research since what matters is the quality of the research (Golafshan N (2003). Reliability in this study is presented in a way that reflects the qualitative paradigm as suggested by its various scholars. Lincoln and Goba (1985) suggested the use of the term dependability in qualitative research which closely corresponds to the notion of reliability in quantitative research.

Thus the term dependability is preferably adopted by this study to present its quality worthiness. As opposed to reliability testing in quantitative studies that aims at explaining, in qualitative research dependability has the purpose of generating understanding (ibid). To ensure this, the study carried out an inquiry session with children from the three sampled schools. The inquiry intended to elicit an understanding of problems confronting pupils in their own perspective. Furthermore phone contact was maintained between the actual respondents (teachers) and the researcher so that a researcher could continue asking for more information and clarification in areas which deemed that necessity.

**Trustworthiness (Validity);** There are a wide range of terms that are used to describe the concept of validity in qualitative studies. Terms such as quality, rigor and trustworthiness are employed to address the concept of validity. (Golafshani (2003), Lincoln & Guba, (1985), Stenbacka, (2001), Davies & Dodd, (2002). This study chose to adopt the concept of trustworthiness in describing its validity. At the same time awareness is kept alive on the fact that some scholars use this term (trustworthiness) as a term to encompass both reliability and validity in qualitative study (Krohn N.A, (2008), Golafshani N, (2003).

According to in qualitative research there are three types of validity, trustworthiness for this study. These are descriptive, interpretive and theoretical trustworthiness. Descriptive trustworthiness refers to the factual accuracy of the account as reported by the qualitative researcher. Interpretive trustworthiness refers to accurate presentation of the participants' viewpoints, thoughts, and experiences by the qualitative researcher. Theoretical trustworthiness is obtained to the degree that a theory developed from a research study fits the data and is, therefore, credible and defensible.

This study demonstrates descriptive and interpretive trustworthiness in arriving at its quality stature. With descriptive trustworthiness the study employed data triangulation which is the use of multiple data sources to help understand a phenomenon. The study used the sampled informants (six teachers), and reviewed documents on one hand and collected information from the pupils of the respective schools on the other hand. Also the use of low inference descriptors is adopted whereby direct quotations are used.

In trying to accurately present the participants' viewpoints the study used interviews which were non structured. To further strengthen the chosen method, interviews were carried more than once to each person interviewed.

### **3.4 Data Analysis**

Data analysis is the practice of extracting useful information from raw data. Kothari (2008) presents data analysis as the process of editing, coding, classifying, and tabulating the collected data. This study uses description to analyze data amidst considering the recommendation by Creswell (2003) that qualitative data analysis is done by designing detailed description of the case study and through using coding to put themes into categories which appear as separate headings in the findings section in which they display many

perspectives of individuals and which are supported by diverse quotations and evidence. Emphasize is then put on the stated experiences of the participants and on the stated meanings they attach to their environment. Thus the study is reasonably using direct quotations from the participants in the process.

The used codes in the respective five themes of the study (Knowledge about the National Policy on Disability, Access to influential facilities in special education, Problems facing Schools in Special Needs Education, Teacher's solutions to the problems in Special Needs Education and Teachers' Views about the Tanzania National Policy on Disability in relation to primary school special education) are explained under each theme below.

About primary school teacher's knowledge on the National Policy on Disability the study is using three coded terms which are No knowledge, Little knowledge and Knowledgeable. Two teachers appeared under the code No knowledge (Head teacher of a regular inclusive school and a regular teacher of the same school). Three teachers appeared under the code of Little Knowledge (One head teacher of a unit integrated school, and two regular teachers from special school and unit integrated school).

On Access to influential facilities in special education two codes are employed to summarize teachers' responses on the matter. The used codes are "There is no access" and "There is access but..." Two teachers fall under the category of "there is no access". These are head teacher of a regular inclusive school and a regular teacher of the same school. Four teachers are under the code "there is access but". These are head teacher of a special school, head teacher of a unit school, regular teacher of a special school and a regular teacher of a unit integrated school.

With the aspect of "problems facing schools in special needs education" responses are coded into two; Lack of physical facilities and Lack of human facilities. With the head teacher of a unit school apart, all other respondents appeared under these two codes while he appeared on one code of lack of physical facilities.

About views on the Tanzania National Policy on Disability in relation to primary school special education the study codes respondents' answers into two categories of "practicable policy" and "impracticable policy". Two teachers appeared under the code "practicable policy". These are Head teachers of a special and unit integrated schools. Meanwhile the



remaining four teachers (head teacher of a regular inclusive school and three regular teachers from a special, unit integrated and regular inclusive schools) appeared under the code “impracticable policy”.

Literature, Theory and Model are employed in the discussion of findings. The adopted theory is the Cultural Historical Activity Theory while the employed Model is Wile’s Model of Human Performance and Technology. Concepts from the theory that are fused along with responses from respondents includes the role of society to an individual which is used to analyze theme one (Knowledge about the National Policy on Disability), the role of artifacts and the zone of proximal development in one’s development which are used in analyzing theme two (access to influential facilities in special education) and the role of the Context which is used in analyzing theme three (Problems facing Schools in Special Needs Education). The other remaining themes are also discussed in relation to the various concepts of the theory like Social Interaction and Activity. Social interaction concept for instance makes its appearance in discussing the views of teachers on the National Policy on Disability. Positive view of the policy among other implications it also signifies perpetuation of inclusion in schools which is interwoven within the concept of social interaction.

On the side of Wile’s Model of Human Performance the variables like Tangible resources, tools and cognitive support are employed in discussing access to facilities in special education and in problems facing schools in special needs education. Other elements of the model as shown on figure 1, (page 29) and accommodated by the study on figure 2 (page 30) also do make some appearances in the course of discussing the findings.

### **3.5 Ethical Considerations**

Gall and Gall (2007) explain ethics as a branch of philosophy which deals with how people ought to act toward each other. Kombo and Tromp (2006) assert that researchers whose subjects are people must consider the conduct of their research and give attention to ethical issues in relation to their study. This study abode to ethical considerations as per research virtue from preliminary to its final stage. First permission to the Norwegian Social Science Data Services (NSD) was sought. Second permission was sought in Tanzania from Prime Minister’s office via Dar es Salaam regional commissioner’s office. Through Dar es Salaam Regional Administrative Secretary, permission to conduct the study was granted. The study

then moved to the district level through Ilala District Administrative Secretary. Then afterwards permission and notification of the study was sought from the schools sampled through the head teachers' offices. Finally consent of the picked respondents was sought from the respective individuals and the process of data collection began.

In the process of data collection in schools, audio recording was done only with consent from the respective respondents. All gathered information has not been published or used in any other way apart from accomplishment of the study. The recorded voices were deleted from the device soon after a successful transcription process. With regard to the question of respondent's confidentiality for instance with their names identity, the study has completely relied on anonymity by concealing their identity. Likewise to the name of schools that were chosen for the study.

## 4 PRESENTATION OF FINDINGS

In this chapter the findings of the study are presented and analyzed in accordance with the formulated objectives of the study. The main objective of the study was to spot the extent to which the country's initiative to educate all citizens is brought into operational or material. The specific objectives were

- To ascertain the extent to which primary teachers are aware of the Tanzania's National policy on people with special needs.
- To explore the impact of the Tanzania National policy on people with special needs in access to influential facilities in teaching learning process.
- To find out problems facing schools in relation to access to influential facilities in teaching-learning process to children with special needs.
- To find out how primary teachers normally solve the challenges related to teaching-learning facilities for children with special needs in their respective schools.
- To get the views of primary teachers about the Tanzania national policy on people with special needs particularly in relation to children with special needs in primary schools.

Findings from six respondents (primary school teachers) are presented by being coded with key words that epitomize the particular objective of the study.

### 4.1 Primary Teachers' knowledge about the National Policy on Disability

Being one of the specific objectives of the study, there was a question in the interview guide that intended to solicit how primary school teachers are knowledgeable about the National Policy on Disability. Some of the responses looked familiar to each other while others adversely differed. Table 1 provides a summary of the six teachers' responses which are coded into three categories.

#### **4.1.1 Response from the head teacher of a special school**

*“...It is a wide policy to deal with persons with special needs in every sector...in education for example...in health sector...what I can view from this policy is the relief it will give to teachers from this heavy burden of educating children with special need in difficult environment”*

The special school head teacher demonstrated reasonable knowledge over the policy. She said it is a policy to deal with persons with disability in Tanzania. It is a wide policy that covers all sectors thus it can be used by teachers in schools, doctors in hospitals, legal officers, and the general public. When asked about her view of the policy specifically on education her words were that, both teachers from elementary to tertiary education and all other education stakeholders are beneficiaries of the policy. That the policy calls upon active responsibility of every individual and organization in the process of providing education to special needs children. It is there to clear and soften the teachers “burden” in educating children with special needs.

#### **4.1.2 Response from the head teacher of a unit school**

*“I know about that policy...but not to that much extent. What I can say is that this policy intends to uplift people with special needs in our schools and in the society...they (persons with special needs) have endured too much problems...”*

Responding to the study’s interview question the head teacher of a unit school started by acknowledging the fact that he was not well informed about the policy. However he could still explicit a basic element contained in the policy. He said it is a policy that talks about empowerment of persons with special needs in Tanzania. That, persons with special needs do face a lot of challenges compared to the rest of the people. Therefore the government purposely issued this policy to empower them.

#### **4.1.3 Response from the head teacher of a regular inclusive school**

*“If I am not informed about it how do you think I can know of its existence? I know nothing about it”*

The head teacher of a regular inclusive school did not possess knowledge about the policy. He said he was aware of the existence of plenty of policies that are issued by the ministry but not known by most teachers. He further articulated that he was not alone in this rather most people do not know a lot of policies and programs that are issued by the government. He finished his expression by posing a question which is quoted above.

#### **4.1.4 Response from the regular teachers of a special school and unit school**

*“Yes...that policy is there but I have not seen it personally. May be it is the same kind of paper that is not meant for implementation? If it was meant for implementation we should have seen it”*

The regular teacher of a special school said he was aware of the policy but knew nothing in detail. He just knew that there is a National policy on Disability but he has not got the opportunity to see and go through it. He ended by saying he is pretty sure that this is a political paper since policies that are meant for implementation reaches concerned individuals on time.

*“I admit that I have not read the policy, but I know it is there, it was issued by the government for the sake of persons with special needs”*

The response from a regular teacher of a unit school did not differ from that of a special school. He similarly acknowledged to have heard of the policy but he could not say anything in detail about it.

#### 4.1.5 Response from a regular teacher of a regular inclusive school

*“I cannot say anything because I know nothing about this policy, and you are just telling me now of its existence”*

This regular teacher from a regular inclusive school straightaway responded to the question by saying she was not aware of the policy.

#### 4.1.6 Summary of the finding

The main finding on this question indicated that most teachers are not knowledgeable about the National Policy on Disability. Of the six respondents only one demonstrated reasonable knowledge on the policy. Three of them had limited or little knowledge while two had no knowledge at all.

	Coded teachers' responses		
Teachers	No knowledge	Little knowledge	Knowledgeable
Head-Special school			✓
Head-Unit School		✓	
Head-Regular Inclusive School	✓		
Special School		✓	
Unit School		✓	
Regular Inclusive School	✓		

Table 1. *Summary of the teachers' response on knowledge about the National Policy on Disability*

## 4.2 Access to influential facilities in special needs education

It was the interest of the study to explore the extent to which children with special needs in the chosen schools have access to influential facilities in teaching-learning process. The same six teachers provided their responses as presented underneath.

#### **4.2.1 Response from the head teacher of a special school**

*“...now the situation is not that but compared to the past. We are from the time when working as a special school teacher was a matter of enduring problems. Facilities are now reasonable in our school but also enrolment has increased”*

This head teacher of a special school said that over the recent years she has witnessed an increase and improvement of influential facilities for children with special needs education. The school used to have no computers but now they have them in their small computer laboratory. Books have increased compared to the past, Braille materials likewise. Braille course materials are produced at the printing press in the school and the school has 30 Perkins Braille machines and modern Braille writing tutors. Braille type writers have recently increased compared to the previous time. Generally she said facilities have increased over the recent years but still not sufficient in contrast to the available children at school.

#### **4.2.2 Response from the head teacher of a unit school**

*“We have almost every important facility to make us serve these children. The only problem is that they are insufficient. That is why we constantly plead the society and other donors to turn around and look us”*

The head teacher of a unit school asserted that though the school is still in need of all of the important facilities, the situation now is improving when compared to some years back. He went on by mentioning these facilities which have increased (yet not enough) as desks, classrooms, books, special teachers, and mobility devices.

#### **4.2.3 Response from the head teacher of a regular inclusive school**

*“...we are instructed by our superiors not to refuse enrollment to any child, the school is thus open for all kinds of children regardless of their physical or social or economic differences... It is a good idea that all children will get their education equally in their country. The only problem of this is poor preparedness to accommodate any kind of special need child. The facilities that we are improving are too general to address the individual differences.”*

This one said that there is a general improvement which does not directly or specifically address children with special needs rather it is to do with the school as a whole. He mentioned these improvements as increase in classrooms, desks, teachers and books. However he added that all these could not match the increased enrollment of children in his school and that children with special needs in inclusive settings need to be specifically considered.

#### **4.2.4 Response from the regular teacher of a special school, unit school and inclusive regular school**

*“There is no such a nice thing to me like to see these children walking around their environment independently. ...now we have white canes for every child in our school. We also do the printings here...”* (Special school)

*“...the bigger the city the bigger its population and the bigger the city’s population, the bigger the number of kids in schools because every parent in cities nowadays want to give education to his/her child. We have many children to the extent of outweighing the facilities that are available”* (Unit integrated school)

*“I don’t see anything special that can specifically handle children with special needs in our school. Apart from the brief seminar on inclusion to some of us teachers all other facilities are for both children”* (Regular Inclusive School)

These teachers expressed almost the same thing mentioned by their heads of schools. In addition the teacher from a special school talked about the increase in mobility devices for the visually challenged children. He mentioned about the normal white canes to be the common one that every child with the need has. He also added on the presence of a printing machine and special printing papers that are being donated from time to time by good Samaritans.

A unit integrated teacher spoke of the increase in population which automatically increases the number of children in schools. On top of that he added on how the contemporary society is motivated to educate its children. On her side the regular inclusive school teacher remarked on the sluggish change that she observes. She all she sees are just common facilities which is an indication that people with special needs are yet to be accorded the needed revolution in their question.



### 4.2.5 Summary of the finding

The major finding of this question indicated that there is an increase in special needs facilities in Tanzanian schools. Four out of six respondents acknowledged the positive changes that are occurring in the field of special needs education in their schools. Further findings on the question revealed that though there is an increase in access still there are some hassles that need to be addressed. Meanwhile two respondents said there is no access to facilities in special needs education.

Teachers	Coded teachers' responses	
	There is no access	There is access but...
Head-Special School		✓
Head-Unit School		✓
Head-Regular Inclusive school	✓	
Special School		✓
Unit School		✓
Regular Inclusive school	✓	

Table 2. *Summary of the teachers' response on access to influential facilities in teaching-learning process for children with special needs*

## 4.3 Problems facing schools in special needs facilities

For effective learning to take place, teaching-learning facilities are urgent. Apart from the available facilities, the study also explored on the problems within these three sampled schools, problems that are in relation to access to influential facilities in teaching-learning. Below are responses given by the six interviewed teachers from the three schools.

### 4.3.1 Response from the head teacher of a special school

*“Out of my 43 teachers only 14 are trained professionals to cater for the visual special needs children. Teaching Braille for beginners is real difficult. It needs one teacher for every child. Now you can see this challenge we have”*

She said that, despite of the increase of facilities in recent years at her school, they still face some problems considering the increased number of children who are enrolled every year. She said her school has 15 deaf blind children and 75 blind children and only thirty (30) Braille machines. She added that these machines are expensively sold and the school alone without a hand from all stakeholders cannot manage to buy them. She also complained on the inadequacy of enough professional teachers in special needs education.

#### **4.3.2 Response from the head teacher of a unit school**

*“We live in a very different world today which is dominated by the power of technology. It is very important for these children to learn computer practically so that when they go out of school...they don't feel as strangers”*

The head teacher of a unit primary school explained the problems being rusty exhausted corrugated roofs which does not favor supportive learning environment especially during rainy season. He went on by mentioning toilet problem and explained that the available toilets are old and exhausted. Besides they do not support some of the children with special needs since they are in a traditional design. Desks were also a problem to his school and some children had to sit on the floor or bring stones and some bricks to sit on. Additionally, he talked about the importance of having computers in his school as quoted above.

#### **4.3.3 Response from the head teacher of a regular inclusive school**

*“We had to come up with the idea of two school sessions a day so as at least to lessen the problem of crowded classes. Yet it is still a problem but of course lessened”*

The head teacher of a regular inclusive school had the followings to say with regard to the problems in access to influential facilities for children with special needs. First and foremost he grieved over the overcrowded classes in his school. He said in the classrooms which are originally designed to handle forty (40) to forty five (45) children they are forced to have eighty (80) and even more in lower classes. Also there is a problem of both textbooks and reference books. From three (3) to five (5) children share books during lessons, hence affecting effective learning.

#### **4.3.4 Response from the regular teacher of a special school**

*“Our school is big and famous...so sometimes we receive children with special needs from distant places. These need accommodation facilities unfortunately there has been some instances of not enrolling them under this ground of boarding facilities”*

This started by mentioning that they sometimes run out of special printing papers for Braille. Also she mentioned the need for more classrooms to be built following the increase in enrolment of children almost every year. Another problem noted by this teacher was the insufficient dormitory facilities for children with special needs.

#### **4.3.5 Response from a regular teacher of a unit school**

*“I wish our school could have its own buses because you know it is a mess when children coming to and going back to school and home respectively...now you can just imagine with these ones with special needs”*

Most of the problems given by the regular teacher of a unit school did not differ from those given by his head of school. In addition he talked about the problem of transport to children when coming to school and when going back home. He said the situation is even worse to those with special needs. Other mentioned problems were overcrowded classes, lack of enough books (both text and reference books) and lack of enough teachers with the skills to handle children with special needs.

#### **4.3.6 Response from a regular teacher of a regular inclusive school**

*“I think the construction is still old fashioned since it does not allow children who have special needs to freely navigate. It is a problem among other problems...”*

She mentioned the problem of the infrastructure that does not support special needs children. She added that the school lack special trained teachers who can handle special needs children in a professional manner. She also mentioned the shortage of books, desks as well as the problem of transport for children.

### 4.3.7 Summary of the finding

The main finding of this question revealed that there is still lack of special needs facilities in primary schools. All respondents mentioned to have been facing physical facilities and with the exception of one teacher again they all mentioned that they still lack human facilities as well. Thus the general view is that schools have lack of both physical and human facilities.

Teachers	Coded teachers' responses	
	Lack of physical facilities	Lack of human facilities
Head-Special School	✓	✓
Head-Unit School	✓	
Head-Regular Inclusive School	✓	✓
Special School	✓	✓
Unit School	✓	✓
Regular Inclusive School	✓	✓

*Table 3. Summary of teachers' responses on problems facing their schools in relation to access to influential facilities in teaching-learning process for children with special education needs.*

## 4.4 Primary teachers' solutions to challenges in special needs education

The study wanted to know the ways of which teachers meet the prevailing problems in their respective schools. The main interest was to unveil teachers' initiatives towards arriving at alternatives to the absent or insufficient facilities. The given response was as it is reported below.

### 4.4.1 Response from the head teacher of a special school

*"...without the help from donors we would have been in a critical situation. Most of the facilities are contributed by them. We constantly try our best to raise awareness on educating special needs children and the need for all stakeholders to get involved"*

She said they tirelessly try to involve the community at large in the various matters of the school. They always appeal before charitable organizations, banks, individuals, and parastatals for support.

#### **4.4.2 Response from the head teacher of a unit school**

*“It is just the matter of determination warm heart to be able to meet the challenges we have. Otherwise we try to utilize whatever is within our reach to solve some of these problems. ...we also still ask for help from the government, individuals and organizations”*

This explained the alternatives as teachers’ determination, hard work and positive attitude towards their job. He said without teachers’ wholeheartedly hard work it would be impossible for the school to have children with special needs. For the case of exhausted toilets they ensure high hygienic level at all the time so as to be used by children especially those with special needs. For the exhausted roofs, desks and computers the school is constantly pleading help from all good wishers or supporters of education development (especially special needs education) in Tanzania.

#### **4.4.3 Response from the head teacher of a regular inclusive school**

*“...we have two school sessions for the overcrowded classes...we involve parents, we ask them to buy their children books though not all can afford it”*

For the crowded classes they decided to have two shifts for morning and afternoon. This is to do with the lower classes where the number of children is very big. Though with this solution in hand, still in every session children are overcrowded again. With the problem of text and reference books, teachers normally ask parents to intervene by buying their children important books. The problem however remains half way solved because most parents cannot afford considering their weak financial position.

#### **4.4.4 Response from the regular teacher of a special school**

*“Frankly speaking commitment matters otherwise this is a difficult job to execute and the society sometimes don’t figure this”*

He said teachers normally put love to the children afore thus they can work even under unfavorable situation. However he thanked all donors and called upon them to continue helping since the school is still with some problems.

#### 4.4.5 Response from a regular teacher of a unit school

*“We always ask grownups to help these children while on their way to school or home. If we work cooperatively we can reduce the transport nuisance. We also involve parents for example for the case of books for these children”*

About the problem of lack of enough books he said they normally ask children to sit in groups of three (3) to five (5) depending on their entire number versus the available books. They also encourage parents to buy them. About transport they ask children to assist each other. Also the community at large is always pleaded to help children when going and coming from school.

#### 4.4.6 Response from a regular teacher of a regular inclusive school

*“...children with special needs are helped by their colleagues. They are helped to enter classes especially on stairs...”*

With the case of unfavorable infrastructure other children are highly involved at helping those with special needs to easily navigate the environment. They carry them for example on stairs, and push or pull them in some other places. They also continuously ask the government to train more teachers for special needs education.

#### 4.4.7 Summary of the finding

The finding of this quest revealed that, there are problems that are solved by teachers themselves and there are those solved by stakeholders.

Teachers	Coded teachers' responses	
	Solution through stakeholders	Solution through teachers
Head-Special School	✓	
Head-Unit School	✓	✓
Head-Regular Inclusive School	✓	✓
Special School	✓	✓
Unit School	✓	✓
Regular Inclusive School		✓

*Table 4. Summary of teachers' responses on solutions to challenges in special needs education*

## **4.5 Views of teachers about the National Policy on Disability in relation to special needs education**

Finally, the study sought to reveal teachers' general view on the National Policy on Disability especially on the education of special needs children. Both who had earlier said to have limited knowledge about the policy and those who had reasonable knowledge about it provided their views. These are here underneath presented.

### **4.5.1 Response from the head teacher of a special school**

*“I thank our government for this policy...it has stimulated a new era in the field of special need education and even to other sectors”*

Giving her own views on the National Policy on Disability, the head teacher of a special school said she is very grateful to the Tanzanian government for issuing this policy. It is a sign of seriousness in the area of providing education to children with special needs. She saw the changes in recent years in terms of providing special needs education in the country as drawing part of the push from the policy. The society, organizations and parastatals' reaction to the government initiative has borne fruits to the sector. She applauded the policy to be a sound start towards achieving the goal of educating all children regardless of their differences.

### **4.5.2 Response from the head teacher of a unit school**

*“I am sure that this policy is very well written like other policies that I have come across so far. Frankly speaking I have witnessed a tremendous impulse in these years over the effort of providing special needs education in our country. I can just guess government effort is behind this and I can guess it is partly related to the policy. It is a good thing...”*

He said the policy is a good government's initiative to educate children with special needs and address the problems facing special needs people.

### **4.5.3 Response from the head teacher of a regular inclusive school**

*“The situation of people with special needs in the country is distressful. With the problems that confront our country they confront people with special needs as twice as much. Still I know there are plenty of political papers from politicians which speak of addressing these problems”.*

He said he think most of the government policies are good though there are others which tends to be illogical. Good policies are practicable ones and that for a policy to be practicable first and foremost it should be disseminated to all concerned people for action. He therefore discredited the National Policy on Disability by calling it a political paper.

### **4.5.4 Response from the regular teacher of a special school**

*“Sometimes teachers and other people are blamed of being irresponsible but if they have no idea of what is going on I think they should not be blamed. We have the right to read this policy and know what it says. I will search for it of course but not everyone will do the same”.*

Though he admitted not to know something about the policy in spite of knowing of its existence, the regular teacher of a special school was of the view that, the government should make sure all important stakeholders in the field are informed of any initiative to be taken.

### **4.5.5 Response from the regular teacher of a unit school**

*“Teachers in this country are looked with a scorn. Many times these big people issue documents about teachers and schools in general without even consulting us. We are just assumed to be robots. I think it is important for us to be informed of issues like this”*

This one was of the view that the government should work to improve the way it inform teachers some of the important policies that need immediacy in implementation. He also said probably since the policy was very wide maybe it was taken to other ministries like the ministry of health since teachers are always looked with a scorn.



### 4.5.6 Response from a regular teacher of a regular inclusive school

*“What can I say about it? I don’t know it! May be it is a good policy but I am not sure”*

This teacher wisely accepted the fact that she has not come across with the policy thus she is not in a position to tell her views on its content. However, using other policies in education she knows, she gave her view regarding the policy’s outward lookout and to her it is an impracticable manuscript.

### 4.5.7 Summary of the finding

The main finding under this question was that most teachers view the National Policy on Disability as an impracticable document. Four of the respondents had responses which are coded under the category “Impracticable policy”. Only two respondents viewed the policy as a practicable entity.

Teachers	Coded teachers’ responses	
	Practicable Policy	Impracticable Policy
Head-Special School	✓	
Head-Unit School	✓	
Head-Regular Inclusive School		✓
Special School		✓
Unit School		✓
Regular Inclusive School		✓

2.5 *Table 5. Summary of teachers’ responses about their views on the National Policy on Disability in relation to special needs education*

## 5 DISCUSSION OF THE FINDINGS

This chapter is to discuss the findings of the study. The discussion is centered on the main findings as presented under the previous chapter. These are; Primary teachers' knowledge about the National Policy on Disability, Access to influential facilities in teaching-learning process for children with special needs, Problems facing schools in relation to access to influential facilities in teaching-learning process, Teachers' solutions to challenges related to teaching-learning facilities for children with special needs in their respective schools and finally the views of primary teachers about the Tanzania National Policy on people with special needs.

### 5.1 Teachers knowledge about the National policy on Disability

*“Educational change depends on what teachers do and think”*

(Fullan M & Stiegelbauers S (1991), p.117)

Effectiveness of any policy on the ground depends on how it is disseminated and understood by its stakeholders (Ntombela S, (2006). Among the stakeholders of the National Policy on Disability are the primary school teachers. The implementation of the National Policy on Disability therefore partly relied on how these teachers were informed about it. It was the interest of the study to ascertain the extent to which teachers are aware of the policy before getting into their perspectives and experiences on its influence in special needs education.

Of the six teachers interviewed only one of them demonstrated reasonable knowledge about the policy. Three teachers knew little about it while two of them acknowledged not being aware of it. This trend has a negative implication when it comes to the realization of the envisaged outcomes of the policy. When teachers are adequately knowledgeable about policy, their confidence towards implementing it is increased thus leading to the policy's success (Guskey T, (2000). This means the presence of only one teacher out of six who is knowledgeable about the policy bears some limitations in the policy's implementation.

When policy stakeholders have not directly interacted with the policy statements themselves the outcome is confusion and gaps in understanding of the phenomenon (Ntombela S, (2006).

Apart from acting as a barrier towards implementation, inadequate knowledge of the policy also contradicts the Wile's model of Human Performance Technology which is adopted by this study. Among the seven variables necessary for adequate performance of an individual is the "organization systems" which is made up of documents like this of the national policy on disability. As illustrated in figure 2 page 30, it requires access to information by stakeholders, primary teachers for this sake. This will make a complete workable network for adequate performance (Wile D, (1996). Therefore, little or absence of knowledge by teachers on the policy obstructs the flow of efficiency towards performance as it annotate denial to access to information (Gilmore R, (2008). Denial of information to teachers is detrimental to education because teachers are important part of the education system especially the practical part of it (Kapinga O, (2012).

Since teachers are a critical aspect of education their quality remains paramount in determining implementation of educational plans and policies (Fullan M, 1992). The state of teachers being knowledgeable about the policy is also an aspect to demonstrate their good quality. Quality of teachers is an important factor towards attaining of the ascribed targets in education and it can be reached through professional development and support. Professional development and support entails training and communicating the ongoing policies for the intent of making stakeholders (teachers) informed and aware (Day C, et al (1998), Guskey (2000).

According to Cultural Historical Activity Theory, the development of an individual is mutually constitutive to his or her society (Wells G & Claxton G. (2002). Teachers as individuals are part and parcel of the wider society and their development like that of any other individuals relies upon it (the society). Considering the means in which The National Policy on Disability was drafted, it affirms the notion that it is a product of the society. The policy was drafted by means of involving various stakeholders of the society as Professor Juma A.Kapuya the then minister for Labour, Youth Development and sports asserted in the introductory part of the policy. That the draft document of the policy was widely circulated to its stakeholders for its improvements (National Policy on Disability (2004).

Involvement of stakeholders was not to stop at the stage of formulating the policy because only a section of the population which is deemed to represent the wider population is normally involved in this stage. It was to be extended to other stages of the policy and more important on the stage of disseminating it. The presence of only one teacher who

demonstrated reasonable knowledge on the policy implies deformation of the cultural historical activity theory principle since exclusion of some stakeholders in the policy is evident at least in one step of it.

## **5.2 Access to influential facilities in special needs education**

*“There is a cause and effect relationship between disability and environment”*

(National Policy on Disability (2004), p.7)

According to Cultural Historical Activity Theory, learning defines and shapes development. Meaningful learning occurs in presence of facilities/tools which are used in the mediated action to accomplish a performance (Mahn H, Steiner J.V, (2002). For this context it refers to materials, equipments and some environmental settings that are important for children with special needs (Msuya (2005). As explained in chapter one (1.9.2) in this study they are facilities concerned with the two forms of special needs which are visual and physical special needs. Thus checking on access to influential facilities in education for children with special needs is on the other hand checking on whether they are undergoing meaningful learning or not. This is because access to influential facilities in teaching-learning for children with special needs constitutes a significant role in their effective learning (Abend C.A, (1979).

The study sought to explore the experiences and perspectives of teachers on the policy's influence to access of facilities in teaching-learning process. Their responses are coded into two categories of “No Access” and “There is Access but...” As it appears in table 2, two teachers fall under the category “No Access” while the remaining four are under the category of “There is Access but...” With this result, it appeared to the study that special schools and unit integrated schools are more considered for facilities compared to the regular inclusive schools. However, heed should be taken into account over one of the limitation of this study that generalization is limited.

In visual special needs the commonly accessed facilities by the special and unit integrated schools are Braille materials, books, white canes, classrooms and desks and computers (in a special school). Most respondents of the study said in spite of the increase of facilities over the recent years still there is an acute demand of more facilities due to the increased

enrollment of pupils. The special school head teacher for instance said that in their school for that time being facilities were reasonably available but they face the challenge of increased enrollment. The head teacher of a unit integrated school said they have almost every important facility but the problem is that they are insufficient. The integrated unit school teacher said they have many children who have outnumbered the available facilities in their school.

Availability of such facilities is of a great significance to learners with special needs as it is demonstrated by available literature, Cultural Activity Theory and Wile's Model of Human Performance. Kirk S, et al (2009) writes argues that in order to fully utilize the other senses of a visually special need child, adaptations in both materials and equipment are needed. Adaptation in both material and equipment entails facilitation of the three principles for adapting instruction to children with visual special needs. These principles as presented in chapter 2 are concrete experiences, learning by doing and unifying experiences which were suggested by Lowenfeld (Koenig A.J & Holbrook M.C (2003), Kirk S, et al (2009).

Books and other reading materials to the visual special needs children need to be adapted. A visual special need teacher normally does this in collaboration with a specialist. At a special school, they have their own printing press where they produce Braille materials for reading. The school has thirty Braille machines and modern Braille writing tutors. This is a very significant achievement since some of the books and other reading materials cannot be easily accessed or they are simply expensive. Koenig A.J. writes that visual special needs children may require adaptation of almost all classroom texts and materials (Koenig A.J et al (2003).

Adaptation of books and other reading materials is determined by the specific needs of children. As explained in chapter 2 (2.5.1) the visual special need is present in various forms thus some children can read prints with the help of magnifying devices while others cannot. Therefore the type of adaptations provided should go hand in hand with the exact need of children (Garnett F, & Gail C, (2003).

Mobility is an important aspect for creating independence factor among children with visual special needs. According to various studies the greatest personal and social problems among individuals with visual special needs is usually caused by mobility issues (Best B.A (1992). The regular teacher of a special school could not hold back his joy when commenting on the

availability of white canes to every child in his school. He said there is no such a nice thing to him like seeing his pupils independently moving around in their environment.

The white cane enables a child to move freely and confidently in his or her environment. This is an important factor to develop the child's self confidence and social skills thus culminating to his or her general wellbeing (Garnett F, & Gail C, (2003), Kirk S, et al (2009).

Computers are helpful technological devices in learning but are expensive for most schools in the developing countries (URT (2007). A special school has some computers which are a result of various donors to the school. They enhance learning to children with visual special need as they simplify their reading. Describing the importance of computers to visual special needs children, Garnett F & Gail C (2003) argues that the pupils' ability to use written communication and access to information is enhanced by the use of computers (Garnett F, & Gail C, (2003). Children with visual special needs largely learn through hearing and touch (Lowenfeld (1973) in Koenig A.J & Holbrook M.C (2003).

Desks are important furniture in the classroom as they help to make learners be comfortable in the learning process. As stated in the introductory statement of this discussion (from the Tanzania National Policy on Disability), the morale of learners can be affected by the environment including the level of access to desks. Enough desks will reduce squirming, and they should be arranged in such a manner to allow the learners to freely move. The increase of desks in the studied schools is a blessing but it came along with some issues which need to be addressed. Since enrolment is increasing every year, more classrooms are needed to be built so as to relieve the present ones from overcrowdings. Overcrowdings affect the way desks need to be arranged as they restrict the presence of aisles (Msuya (2005), Tanzania Human Rights Report 2010, (2011).

The increase of classrooms is another important aspect at facilitating access to one of the influential facility to learners. However, these newly constructed classrooms need to address the diversity nature of learners. The building design to a special school is more considerate compared to the rest. The situation is not satisfactory particularly to a regular inclusive school where buildings are set in a general manner. This was explicated by the respective regular teacher who remarked that she don't see anything special that is specifically designed to accommodate children with special needs in her school.

The increase in classrooms in Tanzania's primary schools is attributed to the country's program for primary education development which was launched in 2002. However it has been criticized for not giving a special concern on the question of special needs (Davidson E, (2004), Tanzania Human Rights Report 2010, (2011). Thus the earlier said statement by the National Policy on Disability about building accessibilities to children with special needs is still going unaltered. The policy documented that "almost all facilities at all levels are inaccessible" (National Policy on Disability (2004), p.5).

In physical special needs the commonly accessed facilities are mobility devices like wheelchairs, walking sticks and crutches. Also toilets and the general building design. Since most people in Tanzania are poor (www.economywatch), mobility devices are largely limited to local made and donation from institutions and good Samaritans. The wheel chair for example, there was no single child with an automatic wheelchair. In the unit integrated and regular inclusive schools, children in manual wheelchairs are often helped by their peers to maneuver around the environment. Locally made wooden crutches are also common to children with physical disability.

It is very important for the building design to be friendly to children with special needs. Best B.A. (1992) sees this as important factor to motivate and reinforce learning, Short of that children's learning will be constrained because they won't be able to freely move in their environment. Building design to a regular inclusive school seemed a barrier particularly to learners with physical special needs. It was also affirmed by its teachers who generally saw nothing suitably erected for the special needs children. Bishop V.E. (1996) stresses on the need for the building design to be free from obstacles and other dangers to children with special needs. There are no access ramps thus making children themselves to help each other in accessing classes and other important areas.

In the eyes of the Cultural Historical Activity Theory human development is affiliated to the artifacts at hand. This is parallel to the idea by the national policy on disability that "there is cause and effect relationship between disability and environment" If meaningful learning to children with special needs education is expected, presence of meaningful artifacts/facilities is unavoidable (Wells G & Claxton G. (2002). The presence of books, Braille materials, white canes, desks, computers, classrooms and other facilities to the studied schools signifies access to artifacts while their absence/inadequacy signifies paralysis of learning.

The three studied schools further reflect cultural historical activity theory since they also accommodate regular children. The theory propounds on the importance of enhancing the zonal of proximal development which is significant in facilitating meaningful learning. Children with special needs therefore are put in a position to be helped by their peers who are more experienced (Rogoff B, (2003).

In relation to Wile's model of Human Performance Technology these facilities are tangible resources of which their presence leads to appropriate performance of individuals (Edyburn, D.L (2000). Out of these tangible resources there are some which are tools like Braille materials, white canes, wheel chairs, books, desks, and computers and there are physical environment resources which are physical layout, light, location, noise and temperature. Necessary inputs like these helps to develop positive attitude towards schooling for children with special needs (Peter (2004).

### **5.3 Problems facing schools in special needs facilities**

It was the intent of the study to find out problems that confront the sampled schools in relation to access to influential facilities in special needs education. This sub topic is meant to discuss the explored problems in these schools.

In a special school the mentioned problems are insufficient Braille machines, inadequacy of professional teachers, inadequate classrooms, special printing papers for Braille, and dormitory facilities. In a unit integrated school teachers mentioned the problems being exhausted roofs, toilets, crowded classes, lack of enough desks, lack of computers, lack of books, lack of professional trained teachers to handle special needs children and the problem of their transport to and from school. In a regular inclusive school the mentioned problems were overcrowded classes, lack of books, and special trained teachers for special needs education, lack of desks and the transport problem. Also unfriendly infrastructure to special needs children was mentioned.

Braille machines, printing papers and other related materials are important in facilitating the production of Braille prints for the visual special needs people. They help at making the visual special needs people to be able to read and thus become literates. Literacy increases the chances of equality and participation in the society. One is to encounter significant functional



difficulties in his or her daily life if he or she remains illiterate (Schroeder F.K, (2004). Presence of Braille materials therefore is meant to give one of the basic rights to visually impaired children, the right for education. This is because with reading abilities open doors for one to learn more and get in touch with information pertaining to his/her environment.

Lack of enough professional teachers in special education was noticeable to both three schools. This can be affiliated to the government's long time lenient act of not executing decisive and affirmative measures to train special needs teachers. Kapinga O, (2012) argues that despite of the launch of Tanzania's Primary Education Development Program (2002-2006), teacher education for special education was ignored. Thus, the country has only one college that offers diploma and certificate programs in special education (Karakoski J & Srom K (2005), *ibid*). In its chapter one the Tanzania National Policy on Disability (2004) also stipulated on how the general education system in Tanzania "does not allow for equal access" for children with special needs (URT (2004).

Cultural Historical Activity Theory recognizes and values the guidance of adults in learning. In the school context, pupils receive guidance mostly from their teachers thus a special needs teacher is important to facilitate this for the sake of enabling children to undergo meaningful learning and to arrive at the expectations of the society (Wells G & Claxton G (2002).

Persistence of unavailability of facilities hinders the occurrence of a true inclusion since children with special needs will not be motivated by unfriendly environment. According to Vygotsky, education should be directed towards holistic development of an individual which can be reached through motivation (Mahn H, Steiner J.V, (2002). In failure of inclusion, the concept of social interaction which is essential for ones intellectual and emotional development is deformed thus deforming along with it the holistic development of a child (Rogoff B, (2003).

In Wile's Model of Human Performance, performance is expected in the presence of active factors of performance one being the presence of special teachers for this case. Wile presents one of the tangible resources as cognitive support which under this study is stretched to its specificity by inscribing to it the element of learning support. This support in learning can be reached not in the absence or shortage but in the presence of special needs teachers (Gilmore R. (2008).

Building design is a problem that spared none of the schools under study. There are issues like unfriendly infrastructure, insufficient number of classrooms, insufficient boarding facilities, and lack of enough desks, unfriendly toilets as well as exhausted roofs. Insufficient number of classrooms has lead to another problem that is overcrowded classes. In 2004 when the National Policy on Disability was issued, it clarified that almost all school facilities in Tanzania were inaccessible. In 2008 a research by one of the remarkable civil society in Tanzania-HAKIELIMU, indicated that about 95 percent of the school buildings in the country even those built during the phase of Primary Education Development Program did not take into account the question of pupils with special needs education (LHRC (2009))

The combination of these infrastructure related problems have a negative impact in provision of education not only to the special needs children but also to the ordinary ones. An overcrowded class for instance makes it difficult for a teacher to maintain ideal classroom management. It limits the extent of help a teacher can offer to his or her pupils. Besides it erodes the serenity of the room thus adversely affecting children with special needs. Children with visual special needs for instance need a quite place for learning since they need to hear in order to understand their environment (Best B.A. (1992), (Kirk S et al (2009)).

In Cultural Historical Activity Theory, development of mental functions is attributed to use and appropriation of external support (Gipps C, (2002). The study ascribes the absence or lack of these infrastructure related facilities as absence or lack of external support that is denoted by the employed theory. This absence or lack of such influential facilities is of great harm to the process of providing education to special needs children as the theory substantiates. According to Davydov (1988), the quality and character of tools directly determines the quality of child's cognitive development.

Meanwhile, in Wile's Model of Human Performance, these above mentioned facilities belongs to the two elements of the tangible resources which are "Tools" and "Physical environment". Tools comprises of desks while physical environment comprises of classrooms, (and their furniture arrangement), toilets and dormitories. They tend to paralyze the whole system of human performance once they are absent or inefficient (Holton E (1999)).

Advance in technology has assisted people with special needs in many ways. Computers for instance have been adapted to accommodate the needs of the visual special needs children. For example the use of screen readers, speech synthesis, and screen magnification system are

just few of the adaptations to assist learners with visual special needs (Christensen L.B. (2000). The world is now rapidly transforming into an information society of which computers are important gadgets to facilitate it. With the exception of a special school, the other two schools do not have computers though they theoretically teach computer lessons. In recognition of the threat posed by absence of computers to his school, the head teacher of a unit integrated school pointed out how important is for children in this generation to have computer knowledge. He said if children do not learn computers practically they will be strangers in this technologically advancing world when they finish their school.

Unit integrated and regular inclusive schools lamented on the shortage of books. The problem of insufficient availability of books to Tanzanian schools has not been uncommon for spans now. This has forced pupils to share a single textbook in a group of three to five children (response from the head teacher of a regular inclusive school on problems they face). According to a study by SACMEQ (2011) 97 percent of pupils in primary schools in Tanzania did not have sole use of mathematics textbooks in 2011. Meanwhile research evidence has shown that for effective teaching and learning to occur, sole use of textbooks is unavoidable (Ponera G.E.et al (2011). Since children with special needs tend to lag behind their colleagues in services, lack of enough textbooks is a huge blow to their trend in education.

Transport and road safety for people with special needs in Tanzania is a hectic issue. Most facilities like commuter buses and roads are not accessible to people with special needs. Pupils with special needs therefore suffer the same situation when going and coming from school (URT (2004). In spite of the current infrastructural and transport development projects, transport problem is still prevalent to people with special needs. Maswanya L.M (2007) attributes this paradox to the fact that in most Tanzania's National policies people with special needs are grouped together with women, widows, the youth, children, orphans and HIV victims as "Vulnerable People".

In Cultural Historical Activity Theory context matters a lot in developing an individual. The context is depicted as a form of concentric circles which weaves or interacts together in the process (joint mediated activity) (Brown K, & Cole M, (2002). Transport facilities and road safety make up one of the said concentric circles and its deformity signifies significant setback in the mutual performance of the context. Thus there is a huge relationship between

development and the ways in which ideologies, artifacts, institutions and individuals interact (ibid).

In Wile's Model of Human Performance transport and road safety constitutes part of the physical environment. Physical environment is an external variable and one of the three elements of tangible resources (Edyburn, D.L. (2000).

## **5.4 Primary teachers' solutions to challenges in special needs education**

Studies suggest that the quality of the teacher can subdue other reasons that constrain learning for children in schools. McKinsey & Company carried out a study to understand why the world's top performing school systems excel so much than most others. One of their findings which bore the first chapter of their study argues that the quality of an education system cannot exceed that of its teachers (McKinsey & Company (2007).

The study inquired on how teachers normally handle the challenges they face in special needs education. The interest was to explore their initiatives in situations of insufficient facilities in special needs education. One of the commonly used strategies is that of appealing before various stakeholders for help. It is even proving positive than if the whole matter is entrusted to the government alone. In a special school it was obvious that most of the improvements are outcomes of help from other stakeholders as put by its head teacher who said most of the facilities in her school are contributed by them.

The National Policy on Disability's statement on education is of the idea that the government will work hand in hand with stakeholders to provide conducive environment for children with special needs (National Policy on Disability, (2004). These stakeholders are like those involved by teachers in the initiative to improve conditions in special needs education. They include Banks, charitable organizations and even individual persons.

Large pupils' enrolment following the removal of school fees in Tanzania has given birth to overcrowded classrooms (Karakoski J & Strom K (2005). Since a classroom is the heart of the education system and over crowdedness obstructs it from functioning accordingly, teachers are to constantly devise mechanisms to handle over crowdedness. The most used strategy is that of employing double shift by having pupils who attend school in the morning

session and those of the afternoon session. It was however a brain child of Primary Education Development Plan of Tanzania (Davidson E, (2004).

The use of double shift enables efficient use of available classrooms and textbooks thus partly solving the intricate problems associated with it. Though it plays this role, research conducted in one region of Tanzania has shown that the use of double shift has some effects on education too. The research revealed that this system was very unpopular among most teachers since they were required to cover for the extra periods resulting from the use of the system (ibid).

Safe and hygienic toilets are instrumental to conducive learning environment not only to children with special needs education but the entire children at school. One study in Dar es Salaam region revealed that pupil to latrine ratio is 90:1 in the sense that 90 pupils have to use one pit latrine (Daily News (2012). Besides, most toilets in Tanzanian schools are not conducive for pupils with special needs. They are mainly designated for the general population and they become even more unfriendly when they are not maintained hygienically. To solve the problem of toilets, teachers ensure high level of hygiene for the available toilets.

One of the qualities of a good special needs teacher is that of being lovely to children. Love breed enthusiasm and commitment which are important factors in making the process of educating children with special needs a success even at the expense of inadequate facilities (Stronge J.H, (2007). In solving some of these problems teachers talked of being passionate and committed to the profession. A regular teacher of a special school pointed out that commitment is what matters short of which teaching special needs children remain a difficult job.

In fact this commitment should meet with motivation to keep it high instead of scorns that is usually attached to special needs people and even to their teachers in the society (Davidson E, (2004). Primary teachers are among the lowly paid workers in Tanzania and they are sometimes not timely given their transfer and leave allowances (ibid). Generally such kind of treatment lowers teachers' morale even if they have passion for teaching.

Shortage of books particularly textbooks is an equally disturbing phenomenon in education thus it needs urgency address. In developing countries like Tanzania sometimes problems like these are made less severe by teachers' creativity and innovation (SACMEQ (2011). To

address this question interviewed teachers tend to employ various strategies to minimize it. The head teacher of a regular inclusive school for instance said they cooperate with parents by asking them to buy their children important textbooks. A regular teacher of the regular inclusive school spoke of the way they normally organize their class in terms of sitting arrangements when it comes for textbook problem. They place children into groups of three to five depending on their number versus the available textbooks.

Though this strategy helps to minimize the problem since most children are able to access textbooks, it however remains detrimental. Pupils fail examinations, loose interest with school, and in the long run it affects them in qualifying for competitive opportunities like that of being enrolled to secondary schools (Oakes J & Saunders M, (2002). In 2008 a study by the Publishers Association of Tanzania indicated that student textbook ratio was between 1:4 and 1:14 Dar es Salaam being among the better-off regions with a ratio of between 1:4 and 1:9 (Xinhua (2008). It should be understood that textbooks are particularly important since they are the primary means through which pupils can access knowledge and skills (Oakes J & Saunders M, (2002).

Peer help is a solution employed to meet most of the challenges like those of transport and the general movement by children with special needs in their environment. Responding on the issue of transport for children a regular teacher of a unit integrated school said that they normally ask children and the community at large to help their colleagues with special needs in transport issue. Dar es Salaam is one of the fastest growing cities of the world but its infrastructure and transport facilities do not match the pace of its growth (The Telegraph, Dar es Salaam City Profile (2004). This has produced a wave of problems not only to people with special needs but to the entire population. As it is the rule in almost every service, those with special needs will always tend to suffer most when the services are inadequate (National Policy on Disability (2004). Involving donors and other good Samaritans is helping to minimize the problem as they provide various means of transport like wheel chairs for the physically challenged children.

These employed solutions are in line with the study's theory of influence as well as the model. Appealing to stakeholders which is also mentioned by the National Policy on Disability equates the Cultural Historical Activities Theory's idea of societies to support individuals regardless of their differences. It is in essence the theory's prerequisite assistance to the novice learners which is termed differently by different scholars of the theory (Wells G

& Claxton G (2002). Dalton & Tharp writes that assistance normally can manifest itself in many forms like provision of models to be imitated, orchestration of tasks and opportunities and through practical scaffolding (Dalton S.S, Tharp G.R, (2002). Thus involving parents (and other) is part of making them ideal models for the young generation.

Wile's model of performance bears an element called Inherent Ability which is part of the variable that is internal to the performer. Parallel to this there is the skills/knowledge variable which is also equally demonstrated by teacher's initiatives to cope with the challenges they face. Tangible and intangible resources are also reflected in this. Incentives which form part of intangible resource explain the accountability of stakeholders to hold up together for the sake of enhancing education for children with special needs (Gilmore R, (2008), Edyburn, D.L. (2000).

## **5.5 Views of teachers about the National Policy on Disability in relation to special needs education**

There are a quite good number of Tanzania's government documents and statements pertaining to education policy since independence in 1961. Most of them are genuinely presented though they sometimes tend to remain void when it comes for turning the enshrined contents into realism (Lene B (1997), (Davidson E, (2004). As noted by Aldersey H.M & Turnbull H.R (2011), one of the critical omissions that culminate to impractical policies is the presence of vague statements in the policy which does not clearly say how a certain task is going to be carried out. In relation to this is the means in which these policies are disseminated especially to the important stakeholders (Aldersey H.M, Turnbull H.R (2011).

The study sought to get the views of primary teachers on the National Policy on Disability which remains one of the remarkable policy in the history of special needs people in the country (ibid). Among other things it was the intent of the study to discern the level of information as well as perspectives teachers came up with from this policy of which they are to implement. Beneath is a discussion of the findings regarding their views on the National Policy on Disability.

Four of the six teachers viewed the policy as an impracticable. These are a head teacher from a regular inclusive school, regular teachers from a special, unit integrated and regular inclusive schools. Two teachers viewed the policy as practicable and they are the head

teachers of a special school and unit integrated school. Out of this scenario the general view that is inferred is that most teachers view the policy as impracticable. As it was observed in the previous sections, most of them who view it as impracticable are those who did not have enough information about it while on the other side those who knew something about it are the ones who viewed it as a practicable entity.

The head teacher of a special school applauded the policy as a smart beginning in educating all children regardless of their differences. She viewed the current developments in special needs field as drawing some of its impetus from the policy. Similarly the head teacher of a unit integrated school was of the same point of view. Their view point is similarly reflected in various documentations revealing the change in the atmosphere in special needs education over the recent years (Leonard Cheshire Disability). TenMet (2007) explains how over the recent years Tanzanian government together with civil society organizations have been promoting inclusive education in Tanzania. This has been happening either independently or in collaboration between the government and civil society organizations. The promotion of inclusion in Tanzanian schools is according to Cultural Historical Activity Theory is one means to facilitate social interaction. Social interaction is a prerequisite to cognitive development since cognitive development tend to occur in a social context where there is guided participation (Rogoff B, (2003), Wells G, & Claxton G, (2002).

Consequently the other four respondents are victims of poor policy dissemination. It is often an omission that is frequently evident to various policies which at the end of the day they remain in papers and not in the practical field. Omari Mwaikinda (2007) in Aldersey H.M & Turnbull H.R (2011) referred to this sort of paradox as “policy/implementation dichotomy” (p.168). Being unaware of a policy limits one’s accountability as he or she becomes a knowledge deprived victim. The regular teacher of a special school who admitted not to know about the National Policy on Disability commented on how denial to information can end up teachers and other people blamed of being irresponsible.

According to the concept of Activity in Cultural Historical Activity Theory, an Activity ought to be meaningful for meaningful teaching/learning environment to prevail. One strategy to make an activity meaningful is the use of motivation. Motivation can be reached through creation of education system that is directed towards holistic development of an individual. To reach holistic development one need to participate in historically situated and jointly undertaken activities. The fact that most teachers had negative opinion on the National Policy



on Disability is an indication that this Cultural Historical Activity Theory concept of meaningful activity was not adhered to. Denial of teachers to information mounts to their denial to motivation which in turn has led to the activity not to be meaningful (Mahn H, Steiner J.V, (2002).

The National Policy on Disability in the context of Wile's Model of human Performance can be viewed significantly touching almost three of the model's elements. Organization systems which is a variable under intangible resources describes the role of documents like this policy in the system of enhancing performance. Alongside it there is also the element of Information Access. Access to information makes people confidently face their accountabilities thus enhancing ideal performance (Holton E (1999). The policy also manifests itself as a tangible resource by its appearance in the elements of documentation and learning support. Stakeholders need documents and support in acquisition of knowledge which is essential in carrying out the envisaged objectives (Edyburn D.L. (2000).

## **5.6 Summary of the discussion**

The following summary is drawn from the five themes of the study which have been discussed in the foregoing sub chapters of chapter 5. Most primary school teachers are not aware of the National Policy on Disability, but there is an increased access to facilities in special needs education. This increase in facilities has however failed to match the increased enrollment of children thus making problems in facilities to remain persistent. To address the problems in their schools, teachers solve them within their schools. There are however a good number of them that the teacher rely on stakeholders to intervene.

## 6 SUMMARY, CONCLUSION AND RECOMMENDATIONS

*“Yet primary Education for All, at least in Africa, requires full commitment from the state”*

Nyerere J.K, (2006)

This chapter is to end the study by presenting its summary, conclusion, encountered obstructs and recommendations. Recommendations will assume two appearances; recommendation for improvement on one hand and recommendation for further study/research on the other.

### 6.1 Summary of the Study

This study was an attempt to reveal primary teachers’ perspectives on the National Policy on Disability in enhancing facilities in special needs education. Its objectives included ascertaining teachers’ awareness of the National Policy on Disability, exploration of their perspective on the policy influence in special needs facilities, identifying problems (in facilities) facing schools and how teachers normally deal with them and getting of their general views on the policy in relation to special education in primary schools. The study was carried out in Dar es Salaam-Tanzania whereby three schools were subjected to the study involving six teachers, two from each school. Sampling was purposeful regarding the qualitative nature of the study. It used interviews (of which questions were open ended) as a tool for data collection. Cultural Historical Activity Theory and Wile’s Model of Human Performance Technology were employed as theory and model of influence respectively.

A total of five themes/findings emerging out of the objectives were extracted from the interviews and later discussed along with the employed theory and model. The resultant findings of the study indicated that, most primary school teachers are not aware of the National Policy on Disability. Of the six interviewed teachers, only one demonstrated reasonable knowledge about the policy. The rest had either very limited knowledge or not knowledgeable at all.

With regard to teachers’ perspectives and their general views on the National Policy on Disability in relation to special needs education, responses varied from labeling of the policy as a political paper to recognition of its role. In the final analysis over this question, the study

found out that most teachers view the policy as an impracticable entity that is politically presented.

The study also found that there is an increased access to facilities in special needs education in primary schools. However this increase is no match to the available need considering the increase in enrolment of pupils. Being the case, problems in adequate facilities in special needs education remain persistent. This includes building designs, Braille materials, computers, classrooms and textbooks to point out few. Further finding was that in addressing these problems teachers largely rely on civil societies, government, parents, individuals and other donors/stakeholders.

Finally the study winds up by providing the encountered problems before ending with recommendations for improvement and further study. Recommendations for improvements includes special attention to be given to inclusion, the need for clear policy dissemination mechanism, the need for policy enforcement and the need to have a special policy on special needs education. Recommendations for further study includes a similar or same study on the other levels of education, a study to establish a link between the contemporary attainments in special needs education versus the issuance of the National Policy on Disability, a study on policy dissemination, a study on why inclusive schools lag behind special and unit schools in facilities (as found by this study) and a similar or same study in rural Tanzania.

## **6.2 Conclusion**

This study researched on the primary school teachers' perspectives on the National Policy on Disability. It mainly centered on their perception of the policy in relation to provision of special needs education particularly in the area of access to facilities. Their experiences were analyzed and interpreted along with accessed documents, theory and model. In the light of this process the study drew the following conclusion. Most teachers who are involved in special needs provision in primary schools are not aware of various policies concerning the field because of weak dissemination procedures. This is rendering difficulty in turning the enshrined plans and strategies of policies/documents into realism.

Inadequacy knowledge over the National Policy on Disability has made most teachers to view the policy as an impracticable and politically motivated kind of document. Thus it was difficult for teachers to explain the attained success in their schools in relation to the policy.

To bridge the gap the study surveyed some government documents and available literature thus establishing the present conclusion over the influence of the policy in special needs education. That the policy is part of the impetus that has facilitated the increase in facilities in special needs education. Since it was the first policy on disability, it made its debut in the international arena which brought Tanzania into the recognition of seriousness in implementing International initiatives for educating children with special needs (and in other services like health etc) (Aldersey H.M, Turnbull H.R (2011), Karakoski J, Strom K, (2005).

Despite the fact that there is an increase in facilities in special needs education in Tanzania the attainment need not to be taken for granted. This is because there is a significant increase of population in Tanzania that is also increasing school enrolment (NBS (2012). As indicated earlier in the study, increase in enrollment of pupils is still holding back the attainments as facilities remain inadequate albeit of their increase.

Finally teachers are major players in education as they can obviously determine its quality (McKinsey & Company (2007). Where weak appearance of other stakeholders is spotted, teachers' creativity can try to bridge the difference through the use of available resources. This however will also depend on how Wile's Model of Human Performance is manifesting. For instance adequacy policy dissemination will empower them and give them a clear direction to carry out what is important for the advancement of the field. Also their welfare should remain intact to maintain and advance their morale (Davidson E (2004).

To sum up, the study choose to acknowledge one well pronounced statement by World Bank at the Dakar Declaration (April 2000) that the attainment of Education for All is possible but only if presented with a renewed global and national commitment in terms of knowledge and financial support extending beyond ministries of education (World Bank (2000). Nations and the international community should actively play the required role in order to make Education for All a reality. Also in the light of the above pasted statement by Nyerere J.K, (at the beginning of this chapter) developing countries like Tanzania should refrain from too much dependency on developed nations and lead the struggle in their contexts. Donors can be counted as supplements rather than being the means to carry forward the implementation of policies.

## 6.3 Encountered obstructs

In the course of conducting the treatise, various limitations were encountered on the way. First it took too long to be given a letter of research permission from the Regional Administrative Secretary. Second, access to documents regarding the policy was a matter of hook and crook struggle. The red tape on this was far more stretching. Third, finding a school to meet the criteria of having the type of special need child was also a limitation. It was not until after the long determined effort that a regular school with physical special needs children was spotted. Finally arranging a convenient schedule with respondents was also difficult as most of the time they were saying to be engaged with a lot of work to do in their respective schools. It was much more difficult to the special and unit schools since some of them had even complained of endless researches which went through their schools.

## 6.4 Recommendations

This section presents the study's recommendations which are in two categories; recommendations for improvement and recommendations for further study.

### 6.4.1 Recommendations for improvement

Below are some recommendations for improvement emanating from the study.

- The question of special attention on the current effort to establish inclusive education is a matter of urgency. Inclusive education is far beyond mere mainstreaming of learners. The finding of the study indicated that an inclusive regular school had the least facilities compared to special and unit integrated schools.
- There is a need for a particular policy to have a clear mechanism for its dissemination. The finding of the study showed that most teachers who are among the primary stakeholders of the National Policy on Disability were not aware of the policy itself. This culminated to their negative opinion about it. Additionally a policy should bear some statements of how it is going to be implemented instead of ending with statements that say this and that is going to be done.
- There is a need for a policy to have a means of its enforcement. One of such means can be legal actions to be taken against those who will go contrary to it. However this

can be fruitful only after improvement has been made on the procedure of disseminating the policy.

- There is a need for the Tanzanian government to come up with another policy that will specifically address special needs education in the country. The National Policy on Disability is a good beginning but relying on it per se can make some important issues that are uniquely educational to be overlooked.

#### **6.4.2 Recommendations for Further Study**

- This study chose to research on the policy's' perspectives of teachers in primary schools. A study can be carried for other levels of education like secondary education teachers, vocational training, tertiary and university levels.
- This study worked on teacher's perspectives on the National Policy on Disability. Another study can be carried out to establish a direct link between the National Policy on Disability and the ongoing changes in special needs education.
- A study is encouraged to take place in the area of policy dissemination in Tanzania, special needs education policies for this case.
- A study also can take place to reveal the reason behind inclusive schools to lag behind special and unit integrated schools as revealed by this study.
- This study was conducted at the centre of Tanzania urban. A similar or related study is encouraged in another setting particularly the Tanzania rural.

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# Appendixes

## Appendix 1: Interview Guide for Head Teachers

*Hello,*

*I am sincerely grateful for your consent to be interviewed. My name is Michael James Pima, a student at the University of Oslo pursuing Master's of Philosophy in Special Needs Education. Mainly this interview session is for gathering information on your perspective over the National Policy on Disability (2004) in facilitating access to facilities in special needs education. I assure you that this interview is exclusively for the school purpose; information gathered will not be tampered in any other way. Neither your identity nor information will be disclosed since the study will adopt anonymity in its reporting. Welcome for the questions.*

### **Interview questions**

1. For how long have you been a head teacher now?
2. What do you know about the Tanzania's National Policy on Disability issued by the government in 2004?
3. What does the Policy state in terms of Primary Education?
4. What are the facilities in special needs education that used to be in your school before 2004?
5. What are the special needs education facilities in your school which came after the year 2004?
6. In your own views, in which ways do you think the National Policy on Disability has influenced the availability of special needs facilities in your school?
7. What are the problems in terms of facilities in special needs education in your school?
8. How do you normally solve these problems?
9. Give your own views on the Policy in relation to provision of primary education in Tanzania.

*Thank you very much for your esteemed cooperation. Bear with me for another time when I will need more clarification on some issues relating to the study. I might come in person, call you or write you an e-mail. Thanks Indeed!*

## Appendix 2: Interview Guide for Regular Teachers

*Hello,*

*I am sincerely grateful for your consent to be interviewed. My name is Michael James Pima, a student at the University of Oslo pursuing Master's of Philosophy in Special Needs Education. Mainly this interview session is for gathering information on your perspective over the National Policy on Disability (2004) in facilitating access to facilities in special needs education. I assure you that this interview is exclusively for the school purpose; information gathered will not be tampered in any other way. Neither your identity nor information will be disclosed since the study will adopt anonymity in its reporting. Welcome for the questions.*

1. For how long have you been a teacher now?
2. What do you know about the Tanzania's National Policy on Disability issued by the government in 2004?
3. What does the Policy state in terms of Primary Education?
4. What are the facilities in special needs education that used to be in your classroom(s) and school at large before 2004?
5. What are the special needs education facilities in your classroom(s) and school at large which came after the year 2004?
6. In your own views, in which ways do you think the National Policy on Disability has influenced the availability of special needs facilities in your classroom(s) and school at large?
7. What are the problems in terms of facilities in special needs education in your classroom(s) and school at large?
8. How do you normally solve these problems?
9. Give your own views on the Policy in relation to provision of primary education in Tanzania.

*Thank you very much for your esteemed cooperation. Bear with me for another time when I will need more clarification on some issues relating to the study. I might come in person, call you or write you an e-mail. Thanks Indeed!*

## Appendix 3: Introductory Letter

UiO • **Faculty of Educational Sciences**  
University of Oslo

Date: 10 August 2011  
Your ref.:  
Our ref.: int./2011 SW/db

### TO WHOM IT MAY CONCERN:

This is to certify that **PIMA, Michael James**, date of birth 31.10.1981, is a full-time student pursuing a course of study at the Department of Special Needs Education at the University of Oslo, Norway, leading to the degree of Master of Philosophy in Special Needs Education (M. Phil. SNE).

This is a continuous two-year programme run on the "sandwich" principle, which involves periods of study and field work/research in both Norway and the home country. The student has successfully completed both the first and second semester of the initial study period in Norway and will be working on the collection of data and the writing of a thesis during the autumn semester 2011. This involves a period of field work in Tanzania. The student will return to Norway at the beginning of January 2012 and the period of study will be completed at the end of May 2012 in Norway.

The main responsibility for supervising the research, developmental work and thesis remains with the Department of Special Needs Education, University of Oslo, Norway. However, we would kindly request that the relevant authorities give the student the access required to the schools and educational establishments necessary in order to undertake field work and research. We would also be most grateful for any assistance that is afforded to the student which enables him to carry out this work, particularly the use of facilities such as access to telephone, fax, e-mail, computer services and libraries at the various educational establishments.

Yours sincerely

*Siri Wormnæs*

Associate Professor Siri Wormnæs

Academic Head of International Master's Programme

Department of Special Needs Education


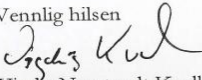
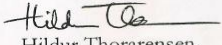
Officer in charge:  
*Denese Brittain*  
(+ 47) 22 85 80 75, [d.a.brittain@isp.uio.no](mailto:d.a.brittain@isp.uio.no)



**The Department of Special Needs Education (DSNE)**  
Postal addr.: PO Box 1140 Blindern, 0318 Oslo  
Visiting addr.: Helga Engs hus, 4. etasje, Sem Sælands vei 7, 0371 Oslo

Phone: (+47) 22 85 80 59  
Telefax: (+47) 22 85 80 21  
[postmottak@uv.uio.no](mailto:postmottak@uv.uio.no)  
[www.uv.uio.no/isp/](http://www.uv.uio.no/isp/)  
Org. no.: 971 035 854

## Appendix 4: NSD Notification Letter (Reply)

<b>Norsk samfunnsvitenskapelig datatjeneste AS</b> NORWEGIAN SOCIAL SCIENCE DATA SERVICES		
Harald Martinsen Institutt for spesialpedagogikk Universitetet i Oslo Postboks 1140 Blindern 0318 OSLO		Harald Hårfagres gate 29 N-5007 Bergen Norway Tel: +47-55 58 21 17 Fax: +47-55 58 96 50 nsd@nsd.uib.no www.nsd.uib.no Org.nr. 985 321 884
Vår dato: 25.04.2012	Vår ref:30507 / 3 / HIT	Deres dato: Deres ref:
<b>TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER</b>		
Vi viser til melding om behandling av personopplysninger, mottatt 24.04.2012. Meldingen gjelder prosjektet:		
30507	<i>Six Years of a National Policy on Disability in Tanzania: The Impact towards Provision of Special Needs Education in Primary Schools</i>	
Behandlingsansvarlig	Universitetet i Oslo, ved institusjonens øverste leder	
Daglig ansvarlig	Harald Martinsen	
Student	Michael Pima	
Etter gjennomgang av opplysninger gitt i meldeskjemaet og øvrig dokumentasjon, finner vi at prosjektet ikke medfører meldeplikt eller konsesjonsplikt etter personopplysningslovens §§ 31 og 33.		
Dersom prosjektopplegget endres i forhold til de opplysninger som ligger til grunn for vår vurdering, skal prosjektet meldes på nytt. Endringsmeldinger gis via et eget skjema, <a href="http://www.nsd.uib.no/personvern/forsk_stud/skjema.html">http://www.nsd.uib.no/personvern/forsk_stud/skjema.html</a> .		
Vedlagt følger vår begrunnelse for hvorfor prosjektet ikke er meldepliktig.		
Vennlig hilsen		
		
Vigdis Namtvedt Kvalheim	Hildur Thorarensen	
Kontaktperson: Hildur Thorarensen tlf: 55 58 26 54		
Vedlegg: Prosjektvurdering		
Kopi: Michael Pima, Olav M.Troviks vei 46, H316, 0864 OSLO		
<small>Avdelingskontorer / District Offices: OSLO: NSD, Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. nsd@uio.no TRONDHEIM: NSD, Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. kymresvarvo@svt.ntnu.no TROMSØ: NSD, SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. nsdmaa@svt.uit.no</small>		



## Personvernombudet for forskning



### Prosjektvurdering - Kommentar

---

Prosjektnr: 30507

Based on the information we have received about the project, the Data Protection Official for Research can not see that the project will include personal data being processed with electronic means, or that there will be created a manual register that contains sensitive personal information. The project will therefore not be subject to notification according to the Personal Data Act.

The Data Protection Official presupposes that in transcribing interviews, or other transfer of data to a PC, one does not register any information that makes it possible to identify individuals, either directly or indirectly. All electronic processing of data in connection with the project must be made anonymously.

Anonymous information is defined as information that in no way identifies individuals in the data, neither directly by name or social security numbers, indirectly through background variables, through a name list referring to a reference number, or encryption formula and code.

## Appendix 5: Research Permit-Regional Level

**The United Republic of Tanzania**  
**PRIME MINISTER'S OFFICE**  
**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

DAR ES SALAAM REGION

Phone Number:

Phone Number: 2203156/2203158

In reply please quote:



REGIONAL COMMISSIONER'S OFFICE,

P.O. Box. 5429,

**DAR ES SALAAM**

Reg. No. FA.282/293/01C

16<sup>th</sup> November, 2011

District Administrative Secretary,  
✓ Kinondoni, Temeke and Ilala  
**DAR ES SALAAM.**

**RE: RESEARCH PERMIT**

Pro/Dr./Mr./Mrs./Ms/Miss: **PIMA, Michael James** who is researcher from University of Oslo has been permitted to undertake a field work research on **"Six years of The National Policy on Disability The Impact towards provision of education to special needs children"** Area selected for conducting research in Dar es Salaam Region from **November, 2011 to December, 2011.**

By this letter you are asked to give the said researcher necessary assistance and cooperation.

  
Hatua Katundu

For: Regional Administrative Secretary  
**DAR ES SALAAM**

**Copy:** Municipal Director  
Kinondoni, Temeke and Ilala  
**DAR ES SALAAM.**


Vice Chancellor,  
University of Dar es Salaam,  
P.O. Box 35091,  
**DAR ES SALAAM.**



## Appendix 6: Research Permit-District Level

**The United Republic of Tanzania**  
**Prime Ministry' office**  
**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

ILALA DISTRICT  
Phone Address:  
Phone Number: 2863045  
In reply quote:  
Ref No: AB.65/209/02



DISTRICT COMMISSIONERS' OFFICE,  
ILALA DISTRICT  
P.O. Box 15486,  
DAR ES SALAAM  
6/12/2011

.....  
MKUU WA SHULE.....

RE: RESEARCH PERMIT FOR P.I.M.A., Michael James.....


Please make reference to the captioned subject.

The name above is a researcher from the University of Oslo in  
Norway.....

.....

Has been permitted to undertake a researcher on SIX YEARS OF THE NATIONAL  
POLICY ON DISABILITY; THE IMPACT TOWARDS PROVISION  
OF EDUCATION TO SPECIAL NEEDS CHILDREN.....

You kindly asked to give the required assistance cooperation to this researcher.

  
For: DISTRICT ADMINISTRATIVE SECRETARY  
ILALA